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ABSTRACT

This curriculum guide is designed for use in the vocational home economics education area of individual and family life at the secondary level. It is correlated closely with the essential elements prescribed by the Texas State Board of Education. The competencies are the essential elements, and the subcompetencies are the subelements prescribed in the Texas Administrative Codes for vocational home economics. The conceptual outline as shown in the left-hand column relates to the subelement of each unit. Corresponding learning and evaluation experiences are found in the right-hand column. Teaching aids keyed to the learning and evaluation experiences--including transparency masters, activities, and exercises--are located at the end of the book. Designations in the content indicate skill development within the common elements to all vocational education courses, application of basic/academic skills, key points for content discussion and review, and methods for developing critical thinking skills. The seven units cover the following topics: individuals and the family; family life patterns; adult roles; management in family life; parenting; special concerns in the family; and career options and adjustments. (YLB)

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INDIVIDUAL AND FAMILY LIFE

VOCATIONAL HOME ECONOMICS EDUCATION
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INDIVIDUAL AND FAMILY LIFE

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(6) nondiscriminatory practices relating to the use of a student's first language; and

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INDIVIDUAL AND FAMILY LIFE

Individual and Family Life is one of the various curriculum guides developed for use in Vocational Home Economics Education in Texas. Additional guides are available for secondary education in the areas of Comprehensive and Technical Home Economics, Home Economics Cooperative Education, Home Economics Pre-employment Education (including courses designed for the academically disadvantaged and handicapped students). Other guides are available for adult education and post-secondary education in home economics subject training areas.

Overview of the Guide

Each subject guide is written to the teacher and is correlated closely with the Essential Elements prescribed by the State Board of Education in Texas Administrative Code 75.50 (b), and 75.83 (a) through (x). The competencies in each guide are the essential elements and the sub-competencies are the sub-elements prescribed in the Texas Administrative Codes for Vocational Home Economics. The conceptual outline as shown in the left hand column (a corresponding learning and evaluation experiences in the right hand column) relate to the sub-element of each unit. Teaching Aids keyed to the learning and evaluation experiences are located at the end of each book. Designations have been used in the content for developing skills within the Common Elements to all vocational education courses with a designation of [C]. The application of basic/academic skills has been given a designation of [B]. Key points for content discussion and review have been given a KEY QUESTION designation, and methods for developing critical thinking skills have been given a CRITICAL QUESTION designation.

Particular care has been taken to provide age appropriate concepts and learning activities. Teachers will need to exercise judgment, initiative, imagination, and creativity in working cooperatively with students, parents, school administrators, and local advisory council members to develop a local program that will serve the students enrolled in Vocational Home Economics Education. The subject area guides are intended to guide the content, not dictate the content.

TEACHERS SHOULD NOT EXPECT TO USE ALL OF THE SUGGESTED EXPERIENCES IN ONE CLASS NOR FEEL THAT ALL ARE NEEDED TO TEACH ONE ESSENTIAL ELEMENT (WHICH INCLUDES THE COMPETENCY AND SUB-COMPETENCIES). The variety of experiences included should enable teachers to select and use those teaching-learning experiences that will help students reach the objectives.

An excellent resource for information on teaching all students is the book *Guide to Teaching*. The book addresses methods for teaching students with varying learning levels. It also provides special guidelines and information regarding the at-risk students and the disabled or handicapped students.

TAC 75.83
INDIVIDUAL AND FAMILY LIFE

(c) Individual and family life (1/2 unit) shall include the following essential elements:

(1) Concepts and skills related to individuals and the family. The student shall be provided opportunities to:

(A) explain the basic functions of the family;
(B) outline rights and responsibilities of family members;
(C) analyze one's individual role as a family member;
(D) analyze the impact of change and technology on families; and
(E) describe the influence of culture and tradition on family life.

(2) Concepts and skills related to family life patterns. The student shall be provided opportunities to:

(A) describe various family structures;
(B) discuss characteristics contributing to family strengths;
(C) outline adjustments incurred by progression through the family life cycle;
(D) investigate the impact of the increasing population of older adults on family and society; and
(E) investigate laws related to the family.

(3) Concepts and skills related to adult roles. The student shall be provided opportunities to:

(A) summarize responsibilities of living as an independent adult;
(B) demonstrate communication and conflict resolution skills;
(C) determine decisions to be made in interpersonal relationships and implications for the future;
(D) analyze the impact of technology on interpersonal relationships;
(E) describe the impact of cultural background on interpersonal behavior;
(F) summarize effects of societal trends on interpersonal relationships;
(G) summarize factors affecting mate selection;
(H) discuss commitments involved in marriage; and
(I) describe adjustments and decisions involved in marriage.

(4) Concepts and skills related to management in family life. The student shall be provided opportunities to:

(A) apply procedures for meeting individual and family needs through resource management;
(B) analyze financial considerations related to the family life cycle;
(C) relate the use of community resources to family well-being;
(D) outline the roles and responsibilities of family members as managers and consumers;
(E) relate the use of leisure time to quality family life; and
(F) determine the interrelationship of the family institution and economic development.

(5) Concepts and skills related to parenting. The student shall be provided opportunities to:

(A) analyze factors affecting the decision to parent;
(B) determine components of responsible parenthood; and
(C) discuss distribution of parenting roles.

(6) Concepts and skills related to special concerns in the family. The student shall be provided opportunities to:

(A) discuss potential family problems and crises;
(B) describe methods of meeting special needs of family members;
(C) describe methods for preventing and coping with family problems and crises; and
(D) describe domestic violence, including causes, prevention, and coping resources.

TAC 75.83
INDIVIDUAL AND FAMILY LIFE
UNIT I

COMPETENCY: (c.1) *Concepts and skills related to individuals and the family.*

SUB-COMPETENCIES:

(A) *Explain the basic functions of the family.*

(B) *Outline rights and responsibilities of family members.*

(C) *Analyze one's individual role as a family member.*

(D) *Analyze the impact of change and technology on families.*

(E) *Describe the influence of culture and tradition on family life.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
I. Individuals and the family A. Basic functions of the family	Have students read reference materials on the basic functions of the family. Lead a class discussion on the findings. KEY QUESTIONS: What are the basic functions of the family? What are examples of how each function can be met in today's family?[B]
1. Protection	Lead students to brainstorm ways their parents or guardians protect them. Have students analyze what could happen if protection was not provided. KEY QUESTIONS: How serious are the results when families do not perform their functions of protection? If the family does not assume responsibility, who does?
	Assign students to write essays on how family members protect each other. Students' papers should focus on how siblings protect each other, how parents protect each other, how children protect parents, and how parents protect children. Have students illustrate their essays with examples of specific incidences. Also have students answer why each form of protection is necessary. KEY QUESTIONS: Why is this mutual protection in existence? Why is protection necessary? Why is parental protection necessary throughout a child's life? From what do parents try to protect their children?[B]
	As an enrichment experience or FHA/HERO activity, invite a resource person to class to share what may occur when proper care or protection is not provided for children and the legal aspects of child abuse and neglect. The resource person could be a

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

representative of the Child Welfare Department, a pediatrician, or a foster parent. Have a student introduce the speaker. KEY QUESTIONS: What is considered improper care of children? Why do some parents not provide proper care or protection? What happens to a child when he or she is not cared for? What long lasting effects could children suffer from as a result of improper care or lack of protection? What can be done to prevent improper protection and care?[C]

2. Economic

Have students read reference materials and write definitions for the terms *values*, *goals*, and *standards*. Lead a class discussion on ways families identify their goals and how values, goals, and standards affect the allocation of resources. Have students differentiate between a need and a want. KEY QUESTIONS: What are values? goals? standards? How are values, goals, and standards related? What is the difference between a need and a want? Should goals be based on needs or wants? Why? How should families identify family goals? How should individual family members identify goals? How might family goals differ from goals of individual family members?[B]

Divide the class into groups. Have each group compile a list of family resources. Combine the lists from all groups to create one class list. Have each student read the class list, check all of the resources on the list that are available in his or her family, and rank resources according to importance. During a class discussion, compare the rankings of different class members. KEY QUESTIONS: Which resources on the list are material (tangible) resources? Which resources are intangible resources? Why did you rank your family's resources as you did? What factors influence the resources a family might have?

Ask students to list basic needs of family members including clothing, food, and housing. Beside each necessity, have students write the percentage of money an average American family spends per month on that item. Use resources as needed. Lead a class discussion on the findings. KEY QUESTIONS: What are the basic needs of families? Why are these needs considered basic needs? Is your family spending the average amount on the necessities from the class list? If not, what causes your family's spending on these necessities to be different? How could a family reduce the amount spent on necessities?

Have students identify ways that parents can influence their children's spending habits. Cite examples. KEY QUESTIONS: How do parents teach children about money management and savings goals, such as saving an allowance for a bicycle or toy? Are children's spending habits generally representative of their parents' spending habits? Why?

Lead students in a brainstorming session and discussion about ways they can help with the allocation of family resources. KEY QUESTIONS: Who is responsible for the allocation of resources in a family? How does a family teach its members to allocate resources? What are some examples of ways one can help her or his family in the allocation of resources? How would these methods help the family?

3. Procreative

Lead students to brainstorm and list different ways of adding members to a family. Lead a class discussion on responsibilities families have and the problems they may encounter when they add a new member to the family. KEY QUESTIONS: Why do families encounter problems when new family members are added? How do families adapt or adjust to the problems caused by the addition of family members? Why is procreation an important function of the family?

Have students write about a time when a family they know added a family member. Students should describe the adjustments the family had to make. CRITICAL QUESTIONS: What problems did the family encounter? Why? How was the situation handled? How has the change affected the family overall? Why?[B]

Have students debate the following statement: "Married couples are responsible for producing offspring." During a class discussion, summarize the points on which the debate teams agree. KEY QUESTIONS: What happens if a couple does not want to have children? What effect does a couple's decision about children have on their families? their marriage? their interpersonal relationships with other people?

As an enrichment experience or an FHA/HERO activity, invite adults to participate in a panel discussion about adjustments necessitated by adding family members. Panel members might include a new parent, someone whose aging parent has joined the family, a foster parent, or an adoptive parent. A student may introduce panel members or act as a moderator during the discussion. KEY QUESTIONS: How did each family's housing needs change? How did the change affect the division of tasks? How did the change affect the family's finances? What emotions did family members experience? What problems did family members encounter? What rewards did family members experience? What responsibilities do families have for reproducing and recruiting family members?[C]

4. Love and affection

Lead students to brainstorm and identify the basic emotional needs people have. Have students write about their basic emotional needs and how they are met at home. KEY QUESTIONS: Why do people have these basic emotional needs? What happens if basic emotional needs are not met? How are emotional needs met? How does home life meet or affect a person's emotional, love, and affection needs?[B]

Lead a class discussion about the way affection is displayed by family members in different families. KEY QUESTIONS: Is it the responsibility of the family to show and to teach affection to its members? Why? How do family members show and teach affection? Why is affection an important function of the family? What effect does affection have on a family member? Are these effects important? Why?

Lead students to brainstorm and identify ways parents, other adults, and siblings contribute to the emotional health of family members. Lead a class discussion on the emotional health of family members. KEY QUESTIONS: Why are family members' contributions to the emotional health of other family members important? How do families provide emotional rewards? reinforcement? love? acceptance? How can families aid in the acceptance of personal and family triumphs? crises? What contributions do families make to their members' philosophies of life? How do families require and enforce loyalty in their individual members? in the family itself?

Lead a class discussion on love, security, and sense of belonging. Divide the class into three groups. Have one group develop a situation on love, one group develop a situation on security, and one group develop a situation on sense of belonging. Allow student volunteers to role play the situations for the class to illustrate how needs can be met in the family. KEY QUESTIONS: Why are love, security, and sense of belonging important to family living and relationships as well as self confidence? How did each role play show a method of meeting a need in the family?[C]

5. Nurturing

Define *nurture* for students. To nurture means to comprehend a family member's needs at a particular time and create a positive plan to foster growth and satisfaction. Divide the class into groups. Have each group compose a definition of *nurturing* and present their definition to the class. Use the group definitions to compose a class definition of *nurturing*.

Lead a class discussion on Teaching Aid 1, The Importance of Nurturing by the Parents When Children Are Very Young. After the discussion, have students complete the work sheet on Teaching Aid 2, Needs of Young Children. KEY QUESTIONS: How can parents recognize or learn to recognize a child's needs and emotional states? What needs and emotional states are the easiest to recognize? the most difficult to recognize? How can parents satisfy each of the needs? How can parents determine if they are consistent in the limits they impose and if the limits are appropriate for the child's age?

Assign students to interview parents they know. Students should ask the following questions during the interviews:

1) What are the feelings easiest to recognize in your children?
2) Are there some needs of your children that you do not recognize very easily?
3) What do you do to help your children be happy?
4) What do you see as the greatest reward you gain from caring for your children?
5) What times are most difficult for you?

Lead a class discussion on the students' findings from the interviews. KEY QUESTIONS: What feelings did most parents find easiest to recognize in children? Which were more difficult? What are some methods parents use to help young children be happy? What did parents cite as their greatest rewards in caring for their children? Why? What did they mention as being the most difficult times in parenting? Why? What did you learn from the exercise?

Ask a student to read a book or article that describes how a lack of mothering or nurturing can affect a child. Have the student report the information to the class. KEY QUESTIONS: According to the article or book, how does nurturing and/or the lack of nurturing affect a child's development and self-esteem? Why does nurturing have these effects? What are some examples listed in the article? What are ways a parent nurtures a child?[B] [C]

Divide the class into groups. Have each group of students role play situations that show nurturing. Before class, write the basis for each situation on paper. Assign each group one of the written situations. Following the role plays, have students analyze the implications of each action. KEY QUESTIONS: How was nurturing exhibited in each situation? What effects did nurturing have on the situation? What do the actions in the situations imply? Why?

Have students read the poem on Teaching Aid 3, Children Learn What They Live. Lead a class discussion on how nurturing can relate to each part of the poem. KEY QUESTIONS: Do you agree or disagree with the philosophy of the poem? Why? How might criticizing a child influence him or her to condemn others? How might praising a child help the child to learn appreciation? Which of the situations described in the poem are examples of nurturing children? CRITICAL QUESTION: What other traits and behaviors (positive and negative) might a child develop as a result of his or her experiences in the family?[B]

B. Rights and responsibilities of family members
  1. Rights of family members
    a. Love

Have students write definitions for *family love*. Collect the definitions and have a student volunteer read them aloud. Have the class reach a consensus on the meaning of family love. KEY QUESTIONS: What are characteristics of family love? How does family love differ from romantic love? Is family love or romantic love less conditional? Why?[B] [C]

Divide the class into groups. Have the groups discuss how parents show love for their children and how children show love for their parents. Have representatives from each group share ideas with the class. KEY QUESTIONS: What are examples of the same or similar methods being used by both parents and children? What factors would account for differences in methods? How do these methods change as children grow older? How do older children show love for their parents?[C]

Encourage students to bring to class newspaper or magazine pictures or cartoons that illustrate family members expressing love for each other. Lead a class discussion using the pictures. Have volunteers use the pictures to create a bulletin board. KEY QUESTIONS: How are preparing meals, making clothing for family members, helping with homework, and teaching a skill subtle ways of expressing love? How are these expressions of love? What is special about family love? Why is family love important to a person's development and self-concept? What role does the extended family play in regards to an individual's right to be loved?[C]

    b. Acceptance

Lead students in a brainstorming session to identify ways families can help family members feel comfortable and accepted. Also identify ways in which families can make family members feel ignored and unimportant. KEY QUESTIONS: What makes family members feel comfortable and accepted? What makes family members feel ignored and unimportant? How could the family situation influence such reactions by family members? CRITICAL QUESTION: Why is acceptance as a family member important to a person?

Encourage students to role play situations in which family members may feel rejected, such as not being included in family plans or not being asked for their opinions. KEY QUESTIONS: What happened in each situation to cause a family member to feel rejected? Was it intentional? Why is it important for a person to find out the intent of someone's behavior before becoming hurt? What does rejection feel? How could rejection affect a person's self-concept, self-confidence, and development? Why?

As a Student Occupational Activity, have each student name one member of his or her family and identify ways to make that person feel more accepted as a family member. After a period when efforts have been made to foster acceptance of the person, have the student write a report about the experience by considering the following questions. KEY QUESTIONS: What was the situation in which you were able to show acceptance to a family member? Why did you choose this situation? Why did you choose this person? How did the person react to your demonstration of acceptance? Why was the feeling of acceptance important to that person at that time? What effects did acceptance have on the person and the situation? How did other family members react and respond? What effects did their actions have on the person and situation? Why?[B]

c. Family resources

Lead students in a brainstorming session to list resources commonly found within families. Include both human and nonhuman resources on the list. KEY QUESTIONS: What rights do family members have to resources belonging to the family? Would there be times when a family member would or should not have a right to some family resources? Why? What factors affect the use of family resources by or for family members? What situations could occur where it would be essential for one family member to receive more resources than another family member? What expenses do teenagers and children have that should be paid for with family resources? that should not be paid for with family resources but personal resources? Why?

Divide the class into teams. Have the teams debate the following statements: "Adults have the right to expect their children to use part of their resources to help with family expenses." "Teenagers using the family car should pay for their own car, gasoline, and insurance premiums." "Teenagers should pay for the car, gasoline and insurance premiums." KEY QUESTIONS: What major points were made in support of each statement? in opposition? How would the opinion be influenced if the teen had a job or allowance? no job or allowance?

d. Privacy

Have students offer examples of situations where an individual's right to privacy was violated by his or her family. KEY QUESTIONS: What were the victim's feelings about the situation? Why? What short and long-term effects could the lack of privacy have? Why? What are solutions to a privacy problem? Why do people need privacy?

Ask students to role play situations involving privacy problems such as the following:

1) A person is talking on the phone and realizes another family member is listening to the conversation.

2) A person finds another family member reading her or his diary or mail.
3) A person is trying to study and another family member turns on the stereo or television.

KEY QUESTIONS: How was privacy invaded? Did the other person consider the feelings of the family member needing the privacy? Did the person needing privacy consider other family members needs when selecting a place for privacy? How can these situations be resolved peacefully?

Lead a class discussion on reasons that parents or guardians might have for wanting to know where children are, who they are with, what they are doing, and why. Have students work in groups to role play situations that illustrate these points. KEY QUESTIONS: Why did the parents or guardians need to know what the child was doing and where he or she was? What could happen if a problem occurred and the parent/guardian was not aware of the child's actions or whereabouts? How can children become aware of parents/guardians' rights to know? How can parents and guardians give children some privacy and still safeguard them? CRITICAL QUESTIONS: In what instances might the children need to know the whereabouts and actions of the parents, making the parents feel as though their privacy was being invaded? When might there be other conflicts between the right to privacy and the responsibility for protection of family members? How can family members handle privacy problems constructively?

Have each student write an anonymous letter to an advice columnist asking for help with a family problem in which the rights of a family member were violated (fact or fiction). Divide the class into groups. Have each group select one of the letters from a container and identify possible solutions. Have one member of each group share the problem, the proposed solution, and the rationale with the class. KEY QUESTIONS: What are other possible solutions to each problem? Why did your group feel this was the best solution for the letter writer's problem? Does the class agree? Why?[B] [C]

2. Responsibilities of family members
   a. Parents

Lead students in a brainstorming session to identify responsibilities of parents. Students may compare their list with the following: family leadership, nurturing, discipline, and financial support. Have students check references for more ideas. KEY QUESTIONS: What are some responsibilities parents have to each other? to their children? to their extended families? Why do they have these responsibilities? What would happen if they did not fulfill their responsibilities?[B]

Have students complete the following sentences: "I think my parents should...." "I think my parents should not...." Lead a class discussion on the statements. KEY QUESTIONS: What would be the short and long-term effects if each opinion listed became a reality? (Consider the effects on family members and on society.) Are the desires listed reflections of wishful thinking or practical understandings of parents' responsibilities? Why?

Divide the class into groups to write classified advertisements for parents. The ads should explain in detail the responsibilities to be assumed and requirements related to leadership, nurturing, discipline and financial support. Lead a class discussion on each ad prepared. KEY QUESTIONS: Why did you list these responsibilities and requirements? Why are these responsibilities and requirements important? In what ways would the responsibilities and requirements vary depending on the family situation or age of the child? What would be the impact of a parent not assuming these responsibilities?[B]

b. Children

Assign students to ask the parents of a teenager or child the following open-ended questions: "I wish teenagers/children would...." "I wish teenagers/children would not...." Have students report their findings to the class. KEY QUESTIONS: Why did parents give these answers? What opinions about the responsibilities of children are reflected in the responses? Would most parents agree with these expectations? Why? Would teenagers/children see these expectations as being realistic and fair? Why? What did you learn about yourselves and your parents by completing this exercise? How can you apply this knowledge?

As an enrichment experience, invite a panel of parents to class to discuss what they believe teenagers' and other children's responsibilities should be to themselves and to others. Have students list responsibilities outlined by the panel for later discussion. KEY QUESTIONS: What do parents see as responsibilities of teenagers to themselves? to others? What do parents see as responsibilities of younger children to themselves? to others? Why are these responsibilities important? CRITICAL QUESTION: What would be the impact of an imbalance of attention to these responsibilities?

Have students list household responsibilities of the teenager. Cut the list apart, fold, and place in a box. Ask students to draw one task and perform it for one week. Have students report to class their feelings while executing the task. Also have students ask for their parents' responses to what they did. KEY QUESTIONS: What was your selected task? Have you regularly performed this task before? If so, did you perform it better or differently this time? Why? What were your feelings while regularly performing this task at home? Did it make you feel like you were contributing to the family's well-being and lifestyle? How and why? Did you learn to enjoy the task? Why? Did your parents notice your efforts? What was their reaction? How did your parents' reaction make you feel about yourself and your work? Why?

c. In other family roles

Lead students to brainstorm and identify roles other than parent or child that individuals assume as family members. Examples include spouse, sibling, and extended family members. Lead a class discussion on family members' roles. KEY QUESTIONS: Which family members assume multiple roles? How is a person's ability to perform family responsibilities affected by having various roles? What roles do you perform besides the role of a son or daughter in the family? What additional roles might you assume as you grow older?

Lead a class discussion on an individual's responsibilities to family members when he or she represents other family roles, such as spouse, sibling, and extended family member. KEY QUESTIONS: Why were the responsibilities listed? Why are they important? How would family expectations influence a person's responsibilities to the family in these roles? In what way would the responsibilities vary depending on the age of the individual or family situation? What would be the impact of individuals not assuming these responsibilities when it is necessary that they do? Why?

C. Roles of family members
   1. Traditional and contemporary

Have students study references and define *role* as it applies to family members. Have the students compare definitions and reach a class consensus.

Lead students in a brainstorming session to identify the roles they assume as family members. Have a volunteer list the roles on the chalkboard. Obtain a hand count of how many students fulfill each role. KEY QUESTIONS: Why do you assume these roles? Are these roles important to your family? Why? How would your family cope if your role was not fulfilled?[C]

Have each student write descriptions of the roles of each member in their family. Students could include roles such as father, mother, preschool child, school-age child, teenagers, and grandparents. KEY QUESTIONS: Did you give some conflicting ideas for some roles? Are your role descriptions more traditional or contemporary? Why? Are each of the roles you mentioned important to the family? Why? What would happen if they were not performed? Why? Do the roles of one person differ from those of another person? Why?

Have students interview mothers regarding their roles as mothers and their relationships with children, or invite a panel of mothers to participate in a discussion on the same topic. For the interviews or panel, include the following types of mothers: employed, full-time homemaker, single, teenager, and stepmother. Interview questions might include the following:

1) What is the mother's role in the family?
2) What dual roles do you play in the family (such as wage earner and homemaker)?
3) How can dual roles be balanced by family members?
4) Why is each of these roles important to the family?
5) What would happen if your roles were not performed?
6) How is your role as a mother similar or different from the roles of other types of mothers? Why?
7) As your children have grown, how has your role as a mother changed? Why?

Give students an assignment to interview fathers regarding their roles as fathers and their relationships to children, or invite a panel of fathers to participate in a discussion on the same topic. For the interviews or panel, include the following types of fathers: employed, homemaker, single, teenager, and stepfather. Interview questions might include the following:

1) What is the father's role in the family?
2) What dual roles do you play in the family (such as wage earner and homemaker)?
3) How can dual roles be balanced by family members?
4) Why is each of these roles important to the family?
5) What would happen if your roles were not performed?
6) How is your role as a father similar or different from the roles of other types of fathers? Why?
7) As your children have grown, how has your role as a father changed? Why?

Have students choose two or three families they know and analyze the roles and responsibilities of each family member. Students may also analyze characters viewed on family-oriented television programs. Lead a class discussion on the findings. KEY QUESTIONS: What similarities and differences did you observe? Of the families observed, what are the similarities and differences regarding composition, education, status, and occupation? How do role expectations differ? How do you think composition, education, status, and occupation affect the differences in role expectations? Why?

Lead students in a class discussion on ways family roles may be different in nuclear, extended, and single-parent families. KEY QUESTIONS: How might a person's performance of various tasks and roles differ among the types of families? What difficulties do single parents have in fulfilling all of the necessary roles? What problems may occur in role expectations when an extended family member, especially an elderly one, joins the family? Why do problems occur? How can families adjust to changes in family roles?

Lead a class discussion regarding ways female and male roles have changed, merged, or overlapped in recent years. KEY QUESTIONS: Are male or female roles changing the most? Why may role changes be difficult to accept? What impact do you feel role changes will have on husbands and wives in the future? on marriage? on careers? on public acceptance? Why?

2. Conflict in role perception

Select six student volunteers to participate in a panel discussion on family roles. Select an additional volunteer to serve as moderator. While other students listen, have the panel discuss the following questions regarding roles and role conflicts. KEY QUESTIONS: What factors contribute to an individual's understanding of his or her roles? How is role expectation related to role satisfaction? What happens when role expectations are not met?[C]

Divide the class into small groups. Have each group prepare a list of possible family role conflicts. Instruct each group to role play a situation from their list. Afterwards, lead a class discussion on the conflicts and have each group role play their situation again to show how each conflict could be handled more effectively. KEY QUESTIONS: What conflicts were portrayed? Why did each conflict occur? What ideas were displayed about the roles involved? How did the parties feel about the roles and role conflicts? How could the conflicts be handled better?

Divide the class into teams to debate the following statement: "The roles of men and women will blend in years to come." KEY QUESTIONS: What changes in society are likely to contribute to changes in future family roles? What pressures will these changes place on the family? on the workplace?[C]

3. Relationships with family members
   a. Younger children

Have groups of students discuss why children of past generations were considered assets as workers and helpers. Have groups share their findings with the class. KEY QUESTIONS: How was family life in the past different from family life today? (Differences include smaller families, larger families, consumers, more dual-career families, more families living in towns, more families living in cities, and more families working on farms and providing for themselves.) In past generations, why were children considered workers, helpers, and assets rather than dependents? Why are children today considered as dependents? How have changes in society caused changes in children's roles?

Lead students to brainstorm to identify ideas about children's roles in the family today and ways children of all ages may assume responsibilities in the home. KEY QUESTIONS: How can parents successfully influence children to accept more responsibilities? How can very young children contribute to the family? How can a teenager make positive contributions to the family? How might a child's family role change as he or she grows older? How do parents' roles change as their children grow older?

Lead a class discussion about how a parent and child's interactions mutually define and reflect their relationship with each other. KEY QUESTIONS: How would a child's behavior be influenced by her or his parents' perception? How would a parent's behavior be influenced by a child's perception? Why does this occur? How do behaviors, interactions, and perceptions affect the parent/child relationship? Is the effect negative, positive, or both? Why?

Have students role play situations to demonstrate that the behavior of both parent and child is influenced by the other's perception. Use Teaching Aid 4, Role Plays, for ideas. KEY QUESTIONS: How was the parent's behavior influenced by the child's perception? How was the child's behavior influenced by the parent's perception? Why does this influence occur? What implications can this influence have on future parent/child relationships? on development?

b. Older adults

Lead a brainstorming session on what grandparents teach their grandchildren. Have a volunteer list the ideas on the chalkboard. KEY QUESTIONS: Why do grandparents teach children? What values do grandparents teach children? Are the lessons taught by grandparents important? Why? What other benefits do children receive from these lessons? (Examples include closer relationship to grandparents, ability to communicate about problems, a new skill, revival of arts that are gradually being lost, companionship, love, standards, and understanding.)[C]

Have students explain the influence that grandparents or other older extended family members have on the traditions of the family. KEY QUESTIONS: Is this influence on tradition important to families? Why? How do these traditions help family relationships?

Lead a class discussion about the needs and problems of elderly family members. Include in the discussion how family members can help elderly family members feel like a part of the family. KEY QUESTIONS: What physical, emotional, and mental problems do the elderly experience? How do the needs of older people differ from those of younger people? Why do older people have problems and needs? What responsibilities do family members have in helping elderly members with needs and problems? in making them feel they are an important part of the family?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
4. Community role	Have students compile a list of characteristics describing an ideal community. Lead a class discussion on the characteristics listed. KEY QUESTIONS: How does this list compare with your community? Who is responsible for providing the type of community desired? What is the family's role in meeting these responsibilities? the individual's role? How can individuals and families help establish, maintain, and support needed community agencies? Invite community leaders, law enforcement officers, or health officials to speak to the class about the community responsibilities of families and individuals. Have students prepare questions to ask the speakers. Have a student introduce the guests. Instruct students to compile a list of citizenship responsibilities. Lead a class discussion on the citizenship responsibilities of individuals and family members. KEY QUESTIONS: What are the responsibilities of each individual in the community? Why are individuals responsible to their communities? What are examples of ways individuals or families have helped the community and made an influence? How or where can individuals help in the community? What can children do to help their community? Why is community involvement and support important to families and individuals?[C] Encourage students to collect and read newspaper articles illustrating ways families have affected the community. Lead a class discussion on the situations. CRITICAL QUESTIONS: Why do individuals or families have an effect on the community? Does society have something at stake in marriage? Why? What is the relationship of stable marriage and stable family life to a stable community? Why?[B] Have students role play situations in which family members instill constructive or destructive attitudes in other family members toward community institutions and/or services, such as police, church, voting, and school. Lead a class discussion on the role plays. KEY QUESTIONS: How will constructive or destructive attitudes affect the future of the community? affect relationships between the community and the family? Why are constructive or destructive attitudes important to the future of any community? What implications does this information have on citizens in the community rearing families and future community leaders? Why?
D. Impact of change and technology on families 1. Technological change	Have students read resources and identify recent technological changes. Have students compare recent changes to technological changes since 1900. KEY QUESTIONS: How have lifestyles changed in the last twenty years due to technological advances? Were these changes for the good and betterment of the people, or would people be better off living the type of lifestyle of twenty

years ago? Why? Have technological changes affected your family in any way? How? How do you feel about technological changes?[B]

Assign students to read resources and identify technological changes occurring today. Lead a class discussion on how technological changes may cause family lifestyles to change. KEY QUESTIONS: How will technological changes directly affect family lifestyles and activities in the future? What indirect effects will technological changes have on the family? Are technological changes currently affecting families? If so, how? When will other current changes begin affecting the family? Why?[B]

Show an audiovisual dealing with the effects of technological change on the family. KEY QUESTIONS: What factors of technological change are affecting the individual or family? How does perception of change influence the family's ability to cope with change? Are technological changes positive or negative for the family? Why? What influence will technological changes have on the future of family relationships?

Lead a class discussion regarding the effects the following technological advancements have on the family:

1) Industrialization and urbanization
2) Mobility
3) Labor-saving devices
4) Mass media
5) Medical achievements

KEY QUESTIONS: Why are each of these technological advancements affecting the family? What short-term effects are resulting? long-term effects? Why are these effects occurring? Is technological change good for the family? Why?

Have students use resources to gather information and write reports describing how technological change has affected families. In their papers, students should point out the advantages and disadvantages that have resulted from technological change.[B]

2. Ecological change

Assign students to use information from resource materials to define *ecology* and *ecological change* and to identify an ecological change currently taking place. Have a volunteer list on the chalkboard the ecological changes identified. Lead a class discussion on ecology and ecological change. KEY QUESTIONS: Where are ecological changes taking place? What has caused the changes to happen? How has mankind influenced ecological changes or affected the world's ecology? What other influences have caused changes or affected ecology? What implications do ecological changes have on the future of mankind? other animals? plant life? the atmosphere? Why? What are mankind's responsibilities regarding world ecology and ecological changes? Why? What is being done about ecological changes? What effects have mankind's efforts had on improvement of the situations? Are these efforts too late?[B] [C]

Encourage students to observe ecological changes around the community by either seeing them first hand, reading about them in newspapers and magazines, or listening to stories about them on the news. Have students report on the major changes families will encounter as a result of these ecological changes. Changes include construction of a highway, a dam, a reservoir, a city landfill, and a nuclear or chemical waste site. KEY QUESTIONS: What ecological changes are taking place? Who is responsible for the ecological changes? Will these ecological changes be positive or negative for the community? the environment? Why? What major changes will families encounter as a result of these ecological changes? animals? plant life? the atmosphere? What influence do these changes have on the future? Why? What are the advantages and disadvantages of these ecological changes? What can individuals do to make the ecological changes positive for both living things and the community?[B]

3. Social/psychological change

Lead a class discussion to identify examples and causes of psychological stress that families and individuals experience as a result of social, technological, and ecological change. Use Teaching Aid 5, Impact of Change on the Family, to prompt discussion. Examples of psychological stress include mobility, changing roles of men and women, pressures for economic success, and changing moral and traditional structure. KEY QUESTIONS: How do social, technological, and ecological changes create stress? Why? What effect does psychological stress have on the individual? the family? Are the effects upon the individual and family positive or negative? Why?

As an enrichment experience, have students draw pictures or cartoons that illustrate social changes that have caused a change in family lifestyles. Have volunteers show and explain their drawings to the class. KEY QUESTIONS: What does your drawing exemplify? How does the change depicted affect an individual's or family's lifestyle? How might families or individuals handle the change–adjust or cope? How might tasks be performed differently today as a result of social change? Why?[C]

Divide the class into groups. Have each group write a case study describing the impact social change could have on the family and on individuals. Each group should describe the problems involved with social change and the effects of social change on family members and individuals. Have group representatives read the case studies aloud, identify the problems involved, and list the effects on individuals and family members. KEY QUESTIONS: What kind of social change occurred? What impact did it have on individuals? on the family? Why? What problems did the social change cause? What could the family or individual do to cope with and handle the change? Would the family's or individual's actions handle the change successfully and thoroughly? Why?[C] [B]

4. Coping with change

Have students list various technological, ecological, and social/psychological changes and methods of coping with each. KEY QUESTIONS: Why do the changes listed require people to cope? Why would each method listed be helpful in coping with change? CRITICAL QUESTIONS: Why do people generally find it difficult to cope with change? Do younger or older people accept change more easily? Why? What are some changes your grandparents have experienced during their lives?

Instruct students to read references and prepare oral reports on a change an anonymous person or organization they know of has made because of social, technological, or ecological changes. The reports should include how the person or organization has coped with the change. KEY QUESTIONS: Was the change necessary? Why? What might have happened if the change had not been made? How well has the person or organization coped with the change? Was the action a positive or negative one? Why?[B] [C]

Lead students to brainstorm to identify constructive ways to adapt to change. KEY QUESTIONS: Why are these positive methods for adapting to and coping with change? How does the ability to cope with change relate to a general ability to cope with ordinary family adjustment problems? Why?

Using Teaching Aid 6, Change as Opportunity, lead a class discussion on how change can have positive results. KEY QUESTIONS: Can change be a positive experience? How? What is the most important element in adapting to change? Why? What can you learn through change? How?

As an enrichment experience, have students read a book predicting what the world will be like in the future or a book that describes changes affecting the family. Alvin Toffler's *The Third Wave* and *Future Shock* are two suggested books. Have students write reports that identify the potential impact of the changes described on the family of the future, the importance of the ability to adapt to change, and family problems of the future. KEY QUESTIONS: What was the potential impact of the changes described in the book on the family of the future? Why did the changes have that kind of impact? How important was the ability to adapt to change? Why? According to the author, what are some problems that the family of the future will experience? Why? How do they handle problems and change? Do you agree with the author that this book is representative of how the future will be? Why?[B]

E. Influence of culture and tradition on family life
   1. Cultural history of American families

Ask students to interview their grandparents or other older people in the community. During the interviews, students should obtain information about lifestyles, family roles, division of labor, education requirements, transportation, social life, obtaining food, occupations, etc. Have students use information obtained during the interviews to write reports on how people, including children, lived. KEY QUESTIONS: What was life like when the person was young? What methods were used for transportation, obtaining food, and entertainment? What were family lifestyles, family roles, the division of labor, education, and social life like? What primary occupations were prevalent and what was work like? How do family lifestyles of the past compare with today's family lifestyles? Are lifestyles better today than yesterday? Why? What is better about today's lifestyle? What is worse? Why?[B]

Lead a class discussion about colonial American families. Give examples of ways colonial American family lifestyles differ from family lifestyles today. KEY QUESTIONS: Why are there differences in colonial American family lifestyles and family lifestyles today? What caused differences in the lifestyles? How did colonial people work, obtain food, entertain themselves, and obtain other basic necessities? How are interpersonal relationships different? Was life better in colonial America? Why? How did life in colonial America influence our society today? Why?

As an enrichment experience, have students view television programs that depict American families. Students should record information about the families depicted in the programs. Lead a class discussion on the similarities and differences in the types of families observed. KEY QUESTIONS: Why do similarities and differences exist between different families? Could a family in today's society adapt to living with societal conditions of the past? Why? What changes have occurred in society to create differences in families? How did families of the past influence current family lifestyles and cultures?[C]

Have students make a list of cultural groups included in American society. Examples include American Indian tribes, Germans, Quakers, Mormons, Amish, Mennonites, Blacks, Mexican Americans, Anglos, Chinese, Japanese, and concentrations of immigrants from other countries. Instruct students to read resources to learn more about the lifestyles of different cultural groups. Lead a class discussion about cultural groups and their influence on family lifestyles. Include examples of family patterns or lifestyles that are similar and different from those lifestyles today. KEY QUESTIONS: What are the groups' attitudes toward public institutions? marrying outside the group? family roles? division of labor in the family? What were the groups' lifestyles like in years past? How do the past lifestyles of cultural groups compare to the present lifestyles of the same groups? What accounts for any changes? Do any cultural groups try to preserve their cultural heritage? Why? How? Which cultural groups of the past have influenced our culture today? Why?[B]

Assign students to interview people who come from different cultural heritages than their own. Have students give oral reports on their findings. KEY QUESTIONS: What cultural background does the interviewed person have? Where did the person's ancestors come from? What family pattern or lifestyle did the person's ancestors have? How did this influence his or her family's lifestyle? Why? What attitudes did the cultural group have on public institutions, marrying outside the group, family roles, or division of labor? Do these attitudes still exist today? How do these attitudes influence the group's lifestyle? the person's lifestyle and choices? Why?[C]

Lead a class discussion regarding the weakening of the influence of some cultural groups. KEY QUESTIONS: How does a family's culture control an individual? What cultures have weakened in the United States? Why? What pressures of American society bring together the cultures in the United States? Compared to the present, were the pressures of American society stronger or weaker in the past? Why? Are these pressures a negative or positive influence on American society? Why?

Lead a class discussion on what results in a family when the values of their culture conflict with the values of the majority culture. Give examples of possible conflicts. KEY QUESTIONS: What can happen in a family when the values of their culture conflict with the values of the majority culture? What are possible conflicts? How do conflicts affect the family? the individuals? the culture? How can a family preserve their inherited culture and at the same time function successfully in the majority culture?

2. Family heritage

Have each student research information about an ancestor. The student may interview relatives to gain information about the ancestor. Students should obtain information about the following:

1) Lifestyle and habits
2) Occupation
3) Home
4) Cultural background
5) Children
6) Relationship to the student
7) Contributions made to society

Volunteers may share their stories with the class.[B] [C]

As a Student Occupational Activity, instruct students to prepare a family tree. Students should research and diagram the historical lineage of their families. KEY QUESTIONS: How can knowing about family backgrounds and history influence a person or family? Can knowing about family backgrounds and history influence a person or family's traditions? health? lifestyle? education? family celebrations? occupations or careers? Why? What cultures are in your background? How have they influenced your family?[B]

TAC 75.83
INDIVIDUAL AND FAMILY LIFE
UNIT II

COMPETENCY: (c.2) *Concepts and skills related to family life patterns.*

SUB-COMPETENCIES:

(A) *Describe various family structures.*

(B) *Discuss characteristics contributing to family strengths.*

(C) *Outline adjustments incurred by progression through the family life cycle.*

(D) *Investigate the impact of the increasing population of older adults on family and society.*

(E) *Investigate laws related to the family.*

CONCEPTS

II. Family life patterns
  A. Family structures
    1. Changing family

LEARNING AND EVALUATION EXPERIENCES

Lead a class discussion on the effects of societal factors on families. Examples of societal factors include divorce, increases in single-parent families, increases in career options for women, increased life expectancy, birth rates, and remarriage. KEY QUESTIONS: In what ways can societal factors cause families to change? Why do societal factors have such an effect on families? How could societal factors cause family life to be different today than it was fifty to sixty years ago?

Have students use the *Reader's Guide to Periodical Literature*, *Education Index*, and/or *New York Times Index* to find articles on family problems. The articles should be written between 1932 and 1936, 1950 and 1956, or 1965 and 1970. Students should read the articles and describe in written reports how families then were different from families now. KEY QUESTIONS: What problems did families have in the past? How do family problems of the past compare to family problems common today? What was the family structure like? How do family structures of the past compare with family structures of today? What has caused changes in family structure?[B]

As an enrichment experience, assign students to interview elderly people about how they lived as children and their idea of how families have changed over the years. Students should obtain information on lifestyles, family roles, and division of labor. Lead a class discussion on the information gathered from the

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

interviews. KEY QUESTIONS: How do family lifestyles today compare to those of the past? What aspects of family life from the past are special strengths that should be preserved in today's changing family? Why? What characteristics of family life are in need of change? What opinions did the elderly people express about the changes in the family over the years? Did they see the changes as positive, negative, or both? Why?[B]

Instruct students to read references for information concerning the changing of family roles and the changing roles of men, women, and children in today's society. Lead a class discussion on the students' research findings. KEY QUESTIONS: How have masculine/husband/father and feminine/wife/mother roles in the family and in society been represented in the past? How are they represented now? Why are there changes in male and female roles? Why are these changes important to society? What are children's roles in the family today? What were children's roles more than twenty-five years ago? Why were children considered assets in past generations? Why are children today considered more as dependents rather than assets?[B]

2. Family systems

Have students define the word *family*. Compare each definition with other students' definitions and with those found in various reference books. Guide students in developing a class definition of *family*.

Lead a class discussion about the two characteristics that many families have in common: 1) Families are bound together by ties of blood, adoption, or kinship. 2) Families have a common residence. KEY QUESTIONS: In what ways are families bound together by ties of blood, adoption, or kinship? In what ways do families have a common residence? Do both of these characteristics always hold true? Why? How might a family vary from these patterns?

Encourage students to give examples of television programs that identify different family compositions. CRITICAL QUESTIONS: How does family composition relate to family characteristics? What kind of conclusions can be drawn from the relationship? Why has the family unit endured in every society?

a. Traditional family

Instruct students to read references and define the term *traditional family*. Compare students' definitions with definitions provided by resource materials. Lead a class discussion regarding the characteristics of the traditional family in the United States. KEY QUESTIONS: Are the characteristics identified for traditional families common in most families today? Why? What are some positive and negative characteristics of the traditional family? Why is the traditional family no longer considered the norm for family systems in the United States? Is there a norm for family systems in the United States? If so, what is it?[B]

Instruct students to watch a family show on television and identify the roles of each member of the family. Have students write a report describing these roles. KEY QUESTIONS: Are each of the roles based on stereotyped ideas of what traditional family roles should be? If so, how are the roles based on stereotypes of traditional family roles? If not, what are the roles based on?.[B]

b. Single-parent family

Have students define *single-parent family*. Have a volunteer write a class definition on the chalkboard. Ask students to give examples of situations that result in single-parent families. Examples include death, divorce, abandonment, travel, military assignment, and unwed parent.[C]

Lead a class discussion concerning aspects of single-parent families. KEY QUESTIONS: What adjustments do families experience in becoming single-parent families? Is the transition stressful? Why? How can the stress be lessened in some situations? What social, institutional, and personal support systems are available for single-parent families? How can support systems help single-parent families? What single-parent family support systems are available locally? Are there any stigmas associated with single parenting? Why? Are these stigmas fading? What are positive and negative aspects of single parenting?

Lead a class discussion about people who have chosen to become single parents and have intentionally adopted, foster parented, or given birth to a child. KEY QUESTIONS: Why do some people intentionally choose to become parents while they are single? What joys and advantages do single parents experience? What problems do single parents experience? Do individuals who choose to become single parents experience problems different than those of other types of single parents? other family types? How do society and other family members accept the single parent's decisions and actions?

As an enrichment experience, have students watch audiovisuals depicting single-parent families. Lead a class discussion regarding the necessary adjustments characters had to make in each of their situations. KEY QUESTIONS: What problems did the families encounter which were the result of being a single-parent family? How did the family members handle the problems? Are the situations depicted in the audiovisual realistic in regard to most single-parent families? Why? What types of single-parent families do television series depict? Do the series depict more families with a female head of household or a male head of household? Why? Which type of family is depicted as having a higher income? as having more problems? What type of problems are associated with each type family? Are the problems depicted accurately? Why? Are television programs reinforcing stereotyped notions about male-headed or female-headed, single-parent families? Why?

Ask students to consider the impact on children (of all ages) of having the father absent or the mother absent and determine the necessary adjustments. KEY QUESTIONS: Why do effects on children occur? What problems might children of different ages encounter in each situation? What community resources and management procedures can help single-parent families? How can they help?

As an enrichment experience, invite a panel of adults who are members of single-parent families to class to discuss single-parent families. Have students prepare questions for the panel in advance. KEY QUESTIONS: Would you describe your family's structure? What situations led to your family becoming a single-parent family? What management problems or concerns occur in your family's household? How are these problems resolved? How do problems in your family compare to the same type of problems in families with two parents? What are the obvious and subtle advantages and benefits typical of single-parent families? Why are they advantages or benefits? Did your families realize the advantages and benefits of becoming single-parent families? Why?

Instruct students to write a paper titled, "What a Child's Responsibility Is in a Single-Parent Family." Have students include in their papers how responsibilities would or would not differ in a two-parent family. KEY QUESTIONS: What were beliefs based on? How would the responsibilities differ between children in one-parent families and two-parent families? Why?[B]

c. Dual-career family

Ask students to read references and define *dual-career family*. Have students compare a dual-career family with a traditional family. KEY QUESTIONS: What differences and similarities exist between dual-career families and traditional families? How are the roles of family members different or similar?[B]

Have students describe the characteristics and roles of family members in a dual-career family. KEY QUESTIONS: What characteristics and roles does each member of the dual-career family have? How do these characteristics and roles compare with traditional and single-parent family members' roles?

Lead a class discussion about the importance of cooperation among dual-career family members in the achievement of responsibilities and family goals. KEY QUESTIONS: Why is cooperation especially important in a dual-career family? Should one family member have responsibility for all housekeeping tasks in a dual-career family? Why? What responsibilities should teenagers assume in a dual-career family?

Lead a class discussion about various aspects of dual-career families. KEY QUESTIONS: Why would both parents instead of one parent work outside of the home? How would children and parents be affected when both parents work outside of the home? Would the organization of family tasks be different in a dual-career family compared to a traditional family? Why? What kind of child care decisions must be made in the dual-career family? What would the selection of child care depend upon?

As an enrichment experience, assign students to watch an audiovisual depicting a dual-career family. Lead a class discussion regarding the necessary adjustments of the characters to their situations. KEY QUESTIONS: What is an adequate description of the family's situations, including the type of work and schedule the parents have? What benefits and problems did the family encounter as a result of being in a dual-career family? How were the problems resolved? What roles and responsibilities did each family member possess? Why? How were the family members' roles important to the success of the family? Why? What types of dual-career families do television series depict? Are the head-of-household roles shared equally by both parents? Are the dual-career families depicted as having more, less, or equal income than traditional or single-parent families in other television shows? more or fewer problems? more or fewer benefits? What problems are associated with each type of dual-career family on television? Are problems of dual-career families depicted realistically? How are problems resolved? What positive and negative aspects of dual-career families do the programs portray?

Have students consider the impact on children of all ages when both parents are absent from home part of the day. Have students determine and analyze the necessary adjustments to be made by families. KEY QUESTIONS: How are most children affected by dual-career family situations? (Examples include self-care children, involvement with child caregivers or child care, parents as role models, and the way young people view career options available to them.) What benefits and problems might children of different ages encounter in each situation? What personal and community resources and management procedures might help the families involved?

d. Extended families

Write definitions for *extended family* and *nuclear family* on the chalkboard. Have students study the definitions. Lead a class discussion on the extended family and the nuclear family. KEY QUESTIONS: What characteristics are common to each family structure? What characteristics are not common to each family structure? Why do these differences exist?

Ask each student to analyze her or his family and determine who belongs to the nuclear family and who belongs to the extended family. KEY QUESTIONS: Which family members belong to your nuclear family? Which family members belong to your extended family? How did you decide which family to place members in? What characteristics do members of the nuclear family possess? What characteristics do members of the extended family possess?

Lead a class discussion to identify cultures in which the extended family pattern (extended kinship) is present in the home. KEY QUESTIONS: In what cultures in the world is the extended family pattern present in the home? What is the extended family pattern like? Where can one learn about family patterns of other cultures? Are there extended families living together in the United States? What are examples of extended families that you know of? What are their situations?

Have students view an audiovisual that depicts an extended family that lives together or nearby each other. Lead a class discussion about characteristics of the family, adjustments the family members made, and other aspects of the situation. KEY QUESTIONS: How does the family's composition relate to the characteristics of extended families? of nuclear families? of other family patterns? Why does this composition exist? What effects do extended family situations have on family members? What roles do family members assume? How are the roles of extended family members different from the roles found in other family patterns? Why? What necessary adjustments did the characters in the audiovisual make to their situations? What benefits and problems did the family encounter as a result of being an extended family living together? Why did they have these problems? How did they handle the problems?

Divide the class into groups. Have each group identify family pattern changes which occur when an older person comes to visit or live with a family. Have a representative of each group share findings with the class. KEY QUESTIONS: What needs and problems do older people have that might cause them to live with their children's families? What problems does the family encounter when an older person visits or moves into the family home? What adjustments must the family make to accommodate an older person visiting or moving into the family home? What are the advantages of an older person visiting or moving into the family home? How can family members make an older person feel like an important part of the family?[C]

B. Family strengths
   1. Communication patterns

Have students define *communication* and list verbal and nonverbal ways in which people communicate. CRITICAL QUESTIONS: Why is communication important in developing positive interpersonal relationships? What might result if family members did not communicate? Why?[C]

Read to students the statement, "Communication is a two-way street." Have students immediately write down their reactions to the statement. KEY QUESTIONS: Why did you react to the statement as you did? How accurate do you feel the statement is? Why? In what ways is communication a two-way street? (Give specific examples.)[B] [C]

Show and explain to students the communication process illustrated on Teaching Aid 7, Flow of Communication. Explain that the words used, the emphasis, and the style of the communication influence the sending of a message. Verbal methods, nonverbal forms, writing, and broadcast messages are all examples of communication. In all steps of the process the ideas, feelings, perceptions, and attitudes of the speaker and listener affect communication given and received. KEY QUESTIONS: What factors can hinder good communication? How can misunderstandings easily occur? What are some examples of times you have observed communication work well? What are some examples of times when a poor flow of communication resulted in problems for the listener(s) and receiver(s)?[C]

Have students view Teaching Aid 8, Tips for Good Communication in Marriage. Lead a class discussion on each tip. KEY QUESTIONS: What is good communication? How does each tip help foster good communication? What might happen if each tip was ignored? How does poor communication affect marriages? How does good communication affect marriages? Is communication the key to a marriage's success? Why? CRITICAL QUESTIONS: Which communication tips can be applied to communications with other people? Which cannot? Why? Why is good communication with each family member important?[C]

Ask student volunteers to recall times when poor communication caused problems in a family they know or saw on television. KEY QUESTIONS: What were the results of poor communication? (Results include lost time, inconvenience, and arguments.) How might the communication have been improved in each situation? What factors contribute to poor communication? (Factors include not listening, losing temper, leaving the room, and misinterpreting nonverbal behavior.) What techniques improve or promote effective family communications? How can good communication help strengthen family relationships?[C]

2. Stress management

Have students define *stress* and identify sources of stress. KEY QUESTIONS: What can cause stress to occur? Why? What effects can too much stress have on a person? Can stress be managed? How? What are positive and negative effects of stress?[C]

Ask students to explain the following statement: "Handling stress and conflict constructively helps one understand oneself and others." KEY QUESTIONS: What types of decisions are involved in handling stress? How can a person handle stress and conflict constructively? How does handling stress help a person understand himself or herself better? How does handling stress help a person understand others better?

Divide the class into groups. Have each group identify constructive methods for handling different sources of stress. Have a student from each group present the group's findings to the class. KEY QUESTIONS: How can these methods of handling stress help a person? How can a person learn these stress management methods? What benefits can a person receive by handling stress well?[C]

As an enrichment experience, invite a resource person to speak about sources of stress, methods of handling stress, results when a person/family is unable to handle stress, and resources or support systems available for families or individuals under stress. Resource people include a school counselor, school nurse, family counselor, and psychologist. Have a student introduce the speaker and the speaker's topic. Have students prepare questions prior to the speaker's presentation. KEY QUESTIONS: What resources or support systems help families under stress? How does each resource or support system help the family? Do they specialize in stress created by a particular source or in a particular type of stress? What stress management techniques do they teach? Does the resource or support system charge for its services? Why? Is the fee worth it? Why?[C]

Lead a class discussion about whether or not a person's leisure activities, spare-time tasks, or occupations help manage stress. KEY QUESTIONS: How do leisure activities, spare-time tasks, and occupations help a person manage stress? What would happen if a person did not pursue leisure activities and worked most of the time?[C]

Divide the class into teams. Have the teams debate whether or not the following factors affect stress management:

1) Maintaining good health
2) Having positive attitudes about life
3) Possessing the ability to recognize one's limits
4) Being tolerant

5) Developing and maintaining good interpersonal relationships

KEY QUESTIONS: How and why does maintaining good health affect stress management? How does a person's negative attitude affect stress management? Should an individual recognize his or her limits? Why? How does being tolerant affect a person's ability to manage stress? How does the ability to develop and maintain good interpersonal relationships help a person to manage stress?[C]

3. Family enrichment strategies

Instruct each student to write about the happiest family she or he knows. KEY QUESTIONS: What do you think home means to the family you described? What qualities and characteristics of the happy family could be carried into your family? How do the members of the happy family handle conflicts?[B]

Lead a class discussion about ways family members may achieve cooperation. KEY QUESTIONS: How do methods of cooperation work? How do methods of cooperation promote family enrichment? Why is cooperation important to family enrichment?

Have students identify ways leisure activities can enrich family relationships. KEY QUESTIONS: How can leisure activities contribute to family harmony and better family relations? How can families spend leisure time together? What leisure activities contribute to positive family relationships?

As an enrichment experience or Student Occupational Activity, have students develop a guidebook of inexpensive family activities that can be performed at home. The activities should be educational, enjoyable, and suitable for all family members. Activities can relate to music, crafts, games, etc. The guidebook should include instructions for all activities. KEY QUESTIONS: What age groups can perform each of the activities? Do the activities foster family enrichment and positive family relationships? How? How can the book be presented to other people? Would other people enjoy having the guidebook as a resource? Why?[B] [C]

As an enrichment experience or Student Occupational Activity, have students plan at least three leisure activities that would involve all members of their families. Have students carry out their planned activities and report to the class on the success of the activities and their feelings concerning them. KEY QUESTIONS: Were family members receptive to the idea of participating in the activities? Why? What did you do to encourage family members to participate? Were the activities successful? Why? What comments did family members make during the activities? How did the activities promote better family relationships and family enrichment? Would your family be willing to continue participating in these activities in the future? Why?

C. Family life cycle

Show students Teaching Aid 9, The Family Life Cycle. Have students identify the stages in the family life cycle. KEY QUESTIONS: What are the characteristics of each stage of the family life cycle? Do any changes need to be made in these stages to depict real families? Why? In what ways may changes alter family relationships and responsibilities? Why? In what situations or periods may a family be in more than one stage at a given time? Why?

Have students write paragraphs describing which stage or stages of the family life cycle their families are in at the present time. KEY QUESTIONS: Why do you believe your family is in this stage? How long has your family been in this stage? How much longer do you believe your family will continue to be in this stage? Why?[B]

Divide the class into groups. Instruct the groups to use resources to gather information on concerns families have during different stages of the family life cycle. Family concerns include finances, retirement plans, children, education, careers, special family needs, and medical needs. Have a representative of each group share the group's findings. KEY QUESTIONS: During which stage(s) of the family life cycle is education likely to be a major concern of a family? During which stage(s) of the family life cycle are medical needs likely to be a major concern of a family? During which stage(s) of the family life cycle are careers likely to be a major concern of a family? Which of the family concerns listed should be considered in an early stage of the family life cycle in order to plan for the future? Why?[C]

1. Beginning stage

Have students use resource materials to identify responsibilities individuals assume when they marry and enter the beginning stage of the family life cycle. KEY QUESTIONS: What is the beginning stage of the family life cycle? What responsibilities does the beginning family assume regarding food, clothing, housing, furnishings, and health care? How do relationships change during the beginning stage? What new roles are assumed during the beginning stage? What new responsibilities do young adults have for handling resources? How can couples divide household tasks satisfactorily? What responsibilities do young adults have for family planning? What behaviors can become obstacles to solving marital problems? Why? How can young people achieve independence from their parents?

Have volunteers read aloud the case studies on Teaching Aid 10, Case Studies: Beginning Stage of the Family Life Cycle. KEY

QUESTIONS: Which of the couples described in the case studies is likely to have fewer financial problems? Why? What could the couples do to decrease their chances of having financial problems? How might age affect a couple's success in marriage? How might job skills affect a couple's success in marriage? How might having an established career affect a couple's success in marriage? What is the best age for marriage? Why? What problems are very young couples likely to encounter because of their ages?[C]

2. Expanding stage

Have students use reference materials to define the *expanding stage* of the family life cycle. Lead a class discussion to assist students in compiling a class definition for the term. KEY QUESTIONS: What is the expanding stage of the family life cycle? How long does the expanding stage last? How many people do you know who are in the expanding stage of the family life cycle?

As an enrichment experience, have volunteers create a bulletin board illustrating the expanding stage of the family life cycle. Have students borrow photos of students' or faculty members' families showing the families expanding. NOTE: Some families may have photo albums showing successive expansions of their families. It would be important to take precautions with family photos to insure that no damage occurs and that photos are returned to owners.[C]

Lead a class discussion during which students identify families they know who are presently in the expanding stage of the family life cycle. Ask students to share ages of couples, employment status, number of children, and other descriptive information about expanding families they know. Emphasize that expanding families may range widely in age, employment status, and other factors.

3. Developing stage

Have students describe and identify characteristics of the developing stage of the family life cycle. Characteristics include need for space for children and their friends; time of turbulence in the home; and many activities going on. KEY QUESTIONS: What are the children's age ranges? What are their needs? What are the adults' needs? What kinds of problems does the family experience? What activities does the family participate in?

Lead a class discussion to identify at least five adjustments that a family in the developing stage might make. Have students rank the adjustments by order of importance and describe how each one would affect the family members. KEY QUESTIONS: Why would the family have to make these adjustments? Why were the adjustments prioritized as they were? Why do the adjustments affect family members the way they do?

Ask students to explain how values, goals, and standards may change as family members progress through the developing stage of the family life cycle. KEY QUESTIONS: How do changing values affect goals and standards? How do changing goals affect values and standards? How do changing standards affect values and goals?

Lead a class discussion about the role communication plays in making family adjustments during the developing stage. Focus the discussion on the teenage years. KEY QUESTIONS: How can a lack of communication cause problems between parents and their children? How can communication provide important opportunities for sharing between parents and teenagers? How can communication contribute to and strengthen family relationships? In what ways can communication promote family unity?[C]

Have students read references and arrive at a class definition of *independence*. KEY QUESTIONS: In what ways can children achieve increased independence? How can parents encourage increasing independence and responsibility in their children?[B]

As an enrichment experience, assign students to interview various families in the developing stage. Have students present their findings in class. KEY QUESTIONS: What activities are family members involved in individually and as a family? How much time do activities require? What was the biggest problem your family faced in the last year? What goals does your family want to accomplish? How important is communication in this stage of your family life cycle? Why? What demands are placed on your family and its resources during this stage? What rewards do families receive during this stage? What is the most time consuming aspect of family life during this stage? How are household tasks divided?[C]

4. Launching stage

Lead a class discussion on the definition of the *launching stage* of the family life cycle. KEY QUESTIONS: How does the definition of launching relate to families? Why do family members leave the family? What are characteristics of families in the launching stage?

Divide the class into groups to identify and summarize the characteristics of the family during the launching stage. Students may need to use resource materials. Students should consider common problems, major expenses, housing needs, financial adjustments, responsibilities, developmental tasks, children's education, status of children's employment, and children's plans for marriage. KEY QUESTIONS: How do the characteristics of the family in the launching stage compare to those of families in the developing stage? What new roles are assumed by parents during the launching stage? What new roles are assumed by children during the launching stage? What types of problems are commonly experienced by families during the launching stage?

As an enrichment experience, invite a panel of parents with families in the launching stage to speak about their adjustments, problems, and rewards. Have a student make a chart on the chalkboard listing both the positive and negative experiences mentioned. This could be an FHA/HERO activity. KEY QUESTIONS: Where is your family at in the launching stage? Are any children still at home? What are your children doing? What were the adjustments your family members had to go through during the launching stage? What were the problems? What were the rewards? the negative and positive aspects? How did the family handle the changes? What would have made the problems and adjustments easier? Why? How is the launching stage similar to and different from other stages?[C]

Invite a panel of young adults who no longer live with their parents to speak to the class. The panel should speak about adjustments they had to make in dealing with their families after being on their own. Also have the panel discuss how relationships with family members changed. This could be used as an FHA/HERO activity. KEY QUESTIONS: What adjustments are similar to those mentioned by the panel of parents? How were problems handled? Do you ever cease to be your parents' child? Why? What were the positive and negative aspects of the launching stage of your life? Why? What responsibilities do young adults have to their families during the launching stage? What responsibilities do parents have? How do these responsibilities compare?

Have students list and identify responsibilities the family should give to the young adult in order to encourage independence. KEY QUESTIONS: How do these responsibilities encourage independence? How can achieving independence be rewarding for both the young adult and the family? Why?

As an enrichment experience, invite a family counselor, marriage counselor, or other resource person to identify problems which may occur in families unprepared for the changes associated with the launching stage. Have a student introduce the speaker. Have students prepare questions in advance for the speaker. This may be used as an FHA/HERO activity. KEY QUESTIONS: Why are families unprepared for the launching stage? Why do families encounter problems during the launching stage? How do families handle problems and make adjustments? What support systems are available to help families? How are support systems helpful? What happens when families do not adjust well during the launching stage?

5. Middle years

Have students read resource materials to arrive at a class definition of the *middle years*. Lead a class discussion about the middle years stage of the family life cycle. Include in the discussion responsibilities of family members during the middle years, advantages of the middle years stage over previous stages in the family life cycle, and types of decisions families must make during the middle years stage. KEY QUESTIONS: What changes occur in families during the middle years? How do these changes affect the primary responsibilities of family members during the middle years? What are the major disadvantages and advantages of the middle years over previous stages of the family life cycle? What stresses may families experience during the middle years? In general, what types of decisions must family members make during the middle years? What families do you know who are presently in the middle years of the family life cycle?[B]

Have students use references to define *empty nest*. KEY QUESTIONS: Why are the middle years also referred to as the empty nest stage? What advantages may couples experience as a result of having an empty nest? What problems may couples encounter during the empty nest stage? How can couples resolve problems during the empty nest stage?

Lead a class discussion about the characteristics of families in the middle years. Students should consider problems, major expenses, housing needs, financial adjustments, responsibilities, and developmental tasks. KEY QUESTIONS: What problems are commonly experienced by families during the middle years? What new roles are often assumed by parents during the middle years of life? What changed roles of adult children are often assumed during the middle years of the family life cycle?

As an enrichment experience, invite a panel of couples in their middle years to discuss their problems and satisfactions. Direct students in preparing questions for the couples prior to the presentation. Have a student introduce each couple. KEY QUESTIONS: Can the middle years be considered the prime time in life? If so, how? How are couples in their middle years finding personal fulfillment? How are they preparing for their later years? How do couples in their middle years characterize family interaction during the middle years? How do they define *maturity*? What advantages and disadvantages does maturity offer? How would couples in their middle years recommend preparing for the middle years? How can the middle years be used to plan for retirement?[C]

Lead a class discussion about the importance of planning and preparing for retirement while young. Topics for consideration include profitable hobbies, financial planning, ideas of perfect retirement life, fixed income, typical expenses, and health/medical needs. KEY QUESTIONS: What positive aspects may people experience during their retirement years? How can one begin to plan for retirement? Why is it important to plan financially for retirement? Why is it important to develop varied interests, hobbies, and activities throughout life? What skills can one develop that could make it easier to live on a fixed income? Why are the middle years a good time to develop new interests? What hobbies or extracurricular activities do you participate in presently that could continue into retirement years?[C]

As an enrichment experience or Student Occupational Activity, have students interview adults to learn how they helped their parents adjust to retirement. Each student should write a report summarizing his or her findings. KEY QUESTIONS: Did the children encourage their parents to develop new interests? Did they provide emotional support and reinforcement as their parents adjusted to new lifestyles? Did they provide or manage their parents' finances? Why did they help their parents adjust to retirement? How did their help and the adjustment affect the family? Why?[B]

As an enrichment experience, invite a representative from the Department of Human Services, a family financial planner, and/or a Social Security representative to discuss retirement and income. Encourage students to prepare questions for the speakers in advance. Have a student introduce the speakers. KEY QUESTIONS: What kinds of retirement and other income does the average elderly person receive during retirement? Why do retired persons usually need additional sources of income? How does a person obtain Social Security benefits? What are the requirements for Social Security? How does a person receive welfare benefits? What are the requirements for welfare benefits? How can younger persons plan ahead for retirement?[C]

As an enrichment experience, assign each student to interview a family in which one or more adult children have returned home to live after living on their own. Have students write reports using information from the interviews. Students should not reveal the identities of the families. KEY QUESTIONS: What stress might result when an adult child returns home? What adjustments might be necessary for family members if an adult child returns home? Should adult children who live in the home with parents contribute to the family's finances? Why? Should family members follow any rules of conduct to ensure satisfying relationships?[B]

6. Aging years

Have each student write a paragraph titled, "My Favorite Older Person." Each paragraph should describe the favorite person's characteristics. KEY QUESTIONS: What characteristics does this person possess that make you enjoy and admire him or her? How do you think these positive characteristics were developed by the person? How does aging affect a person's personality? How does aging affect a person's relationships with others?[B]

Have students view an audiovisual on aging. Lead a class discussion on the audiovisual. KEY QUESTIONS: Could you understand the feelings of the older people in the film? How can you show greater empathy for elderly people? What are challenges and opportunities during the aging years? Does wisdom come with age? Why? Why may retirement be anticipated with both fear and joy?

As an enrichment experience, invite a panel of senior citizens who live in a variety of situations (their own home, a retirement facility, an extended family) to speak to the class. Have the panel members tell about themselves, their lifestyles, and what it is like to be a senior citizen. Encourage students to prepare questions for the speakers. Have a student introduce the speakers. KEY QUESTIONS: What problems and rewards have the senior citizens encountered? What are their major expenses, housing needs, financial adjustments, responsibilities, and developmental tasks? Which living costs increase during the aging years? Which decrease? How do the panel members use their leisure time? How has the division of labor changed within the couple as a result of retirement? How has the aging process affected the senior citizens? How are they finding personal fulfillment? How would the senior citizens characterize family interaction during the aging years? How do they define *maturity*? What are the advantages and disadvantages of maturity? How would the panel members recommend preparing for the aging years?[C]

Divide the class into two groups. Have one group point out the advantages of retirement, while the other group points out the disadvantages of retirement. Have each group select a representative to present their findings. KEY QUESTIONS: What are advantages of retirement? Why? What are disadvantages of retirement? Why? What could be done to make retirement more advantageous?[C]

As an enrichment experience or Student Occupational Activity, have students use resource materials to write papers about physical problems that may be associated with aging. Have students survey their homes to determine how they could be adapted to meet the needs of an elderly and/or handicapped person. Students should include the results of the home surveys in their reports. Answers to the following questions should also be included in the reports. KEY QUESTIONS: How can your home be adapted to meet the needs of an elderly or handicapped person? Did you encounter any special problems, such as a sunken living room, that would be difficult to adapt? Under what conditions might the same adaptations be needed by other members of your family? NOTE: Students may work in pairs to gather some information for their reports. One student could walk through the house with his or her shoelaces tied together as the other student assists. This gives the students the feeling of the short and sometimes unsure steps elderly people may take in their aging years. One student could be blindfolded or partially blindfolded and walk through the house or do chores while the other student assists. This gives the students the feeling of eye problems elderly persons may develop. Similar methods could be used to depict other physical handicaps associated with elderly persons.[B]

Assign students to examine the costs of living in a retirement home or retirement village. Lead a class discussion on students' findings. KEY QUESTIONS: What is the average cost of living in a retirement home or village? What financial supplements are available to individuals who are over sixty-five? What Social Security benefits are available to the retired person? How well would Social Security benefits cover living expenses in a retirement home or village? What housing alternatives are available to the retired person at a lower cost than a retirement home or village?[C]

As an enrichment experience, assign students to write an in-depth report on one aspect of aging. Students may use resources and interviews to gather information. Have students report their findings to the class and summarize by identifying positive strategies for coping with aging. KEY QUESTIONS: Why did you choose your topic? What were your findings about this aspect of aging? What problems are associated with this aspect of aging? What positive strategies can aging people employ to cope with aging?[B]

As an enrichment experience, invite representatives of organizations or agencies that serve elderly citizens to describe the services they offer, the number of elderly individuals they serve, eligibility requirements, and costs of the services. Have students prepare questions in advance to ask the representatives. Ask a student to introduce the speakers. KEY QUESTIONS: What is the purpose of the organization? Who are services offered to? What are the eligibility requirements of the organization? Why? What is the cost of services your organization offers? What does the cost include? Why is there a cost? How many people does your organization serve? How many people at each socioeconomic level does your organization serve? Do more people of one socioeconomic level use your services than of another level? Why?[C]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Lead a class discussion on the differences of the beginning stage, developing stages, expanding stages, launching stage, middle years, and aging years. Ask students to summarize the characteristics of families during each stage of the family life cycle as a review of the process. Use Teaching Aid 9, The Family Life Cycle, to assist with the review.
	Have students read resources identifying and explaining the grief and problems a person encounters as a result of losing his or her spouse. Have students view Teaching Aid 11, Family Crises: Death of Spouse. KEY QUESTIONS: What adjustments are necessary when a spouse dies? What do people experience when a spouse dies? What effect does the loss of a spouse have on relationships with friends and family? Should widows or widowers consider remarriage? Why? How can a surviving spouse learn to cope?
D. Impact of the aging population 1. Population trends	Have students study references to determine population trends of the aging. References should include reports of the White House Conference on Aging and the National Council on Aging. Have students present their findings in written reports. Lead a class discussion on the information presented. KEY QUESTIONS: Are the population figures of aging citizens increasing, decreasing, or stabilizing? Why? What population trends for the aging are predicted for the future? What factors are influencing the population trends of the aging?[B]
	Encourage students to use library resources to obtain the following information about persons over age sixty-five in the United States: average income; percentage receiving Social Security, welfare payments, and food stamps; and percentage living below the poverty level. Have students share their findings with the class. KEY QUESTIONS: Are most people over age sixty-five able to live off of their Social Security checks? What percent of the aging population are living below the poverty level? Why? What effects do the financial problems of aging persons have on their families? What could senior citizens have done during earlier stages of the family life cycle to avoid poverty or financial problems in retirement?[B]
2. Role in family and society	Lead a class discussion on ways that elderly people in the community can volunteer their services to organizations and to other people who are in need. NOTE: Organizations that benefit from community volunteers include the American Red Cross, the Salvation Army, foster grandparent organizations, convalescent centers, community centers, museums, and libraries. KEY QUESTIONS: Which organizations in the community need elderly volunteers? How does volunteer work benefit the volunteer? How does volunteer work benefit other people and the community as a

whole? What rewards does a volunteer receive? Does volunteer work affect a person's lifestyle and health? How?

Instruct students to read articles or books about the influence today's senior citizens are having on society and legislative issues. KEY QUESTIONS: What effects are senior citizens having on laws and legislative issues related to aging? Why are senior citizens now becoming more involved in legislative issues and laws related to aging than in the past?

As an enrichment experience, have students interview elderly persons about their children or grandchildren. Have students report and analyze their findings. Students' findings should include answers to the questions that follow. KEY QUESTIONS: How often do you see your children or grandchildren? What activities have you shared? Do you like to make or buy things for your children or grandchildren? Why? What pleasures and problems do you associate with your children or grandchildren? What do grandchildren or children represent in your life? What does being a grandparent or parent mean to you?

Have students identify the advantages and disadvantages of living in an extended multigenerational family. KEY QUESTIONS: What are the advantages and disadvantages for the elderly person? for the adult children? for the grandchildren? What positive and negative feelings might the elderly person, adult children, and grandchildren have about this living arrangement? What changes might occur in a family when it adds an older family member? How can the family cope with these changes? What adjustments in lifestyle and living arrangements might be required?

3. Aspects of aging

NOTE: Aging is a process of living; therefore, instruction should not depict negative aspects. The instruction should be approached to depict the elder as a contributing member of the family and society.

Invite a nursing center director or occupational therapist to discuss the physical problems associated with aging and the social needs, emotional needs, and characteristics of elderly persons. Examples of physical problems include loss of sight, hearing, taste, smell, or teeth; eating problems; arthritis; and immobility. Have students prepare questions in advance for the speaker. Have a student introduce the speaker and the topic. KEY QUESTIONS: Why do physical problems occur with aging? What disabilities may develop in later years? Why? What needs do elderly persons have for social contact and activity? How do social needs affect the health and well-being of elderly persons? How can a family meet the needs of an elderly family member who lives in an extended care facility?[C]

Have students identify tasks that elderly persons may have difficulty performing. KEY QUESTIONS: What type of assistance may be needed to complete the identified tasks? Are mechanical aids available to assist indiviuals with the problems? Is another person's help needed? Why might elderly people have difficulty performing the identified tasks?

Ask students to participate in the following experiences to gain a better understanding of the problems associated with aging. Have students compare the difficulty of performing these tasks and identify the physical disability each represents. Conduct the following activities:

1) Hold a paragraph written in very small print at arm's length and read it aloud
2) Report what you hear when someone reads a news article to you in a soft whisper.
3) Tie a shoe, peel an orange, button a shirt, sew on a button, or play a card game with wooden sticks taped to your fingers.
4) Eat animal crackers and drink a cup of warm water.
5) Try to eat a caramel or raw apple without using your teeth.
6) Try to reach a ringing telephone across the room by the third ring while taking six-inch steps.

KEY QUESTIONS: How did these experiences make you feel? Did these experiences change your attitude toward elderly persons? Why? What should you take into consideration when dealing with elderly persons? Why?[C]

4. Support systems and services

Have students study resources, such as telephone or community directories, to identify organizations and agencies that serve elderly persons. Have students develop a list of available resources and types of services offered. Instruct students to survey elderly persons to determine which of these services they use and why. Students should report their findings to the class. KEY QUESTIONS: Do elderly people from different socioeconomic levels use the same services? Why? Approximately how many elderly persons use the services listed? Why? Why do some elderly persons choose to not use available services?

Have students research and report to the class the concerns that may be created by lack of money during the later years of life. Concerns include malnutrition, inadequate housing, immobility, inability to pursue interests and hobbies, and inability to pay for health care. Have each student develop a plan for lessening the seriousness of one of the concerns listed. KEY QUESTIONS: Why do these concerns occur? How do elderly people manage to deal with these problems? How should society respond to such problems experienced by elderly persons? What is your plan for lessening the seriousness of one of the concerns? Why do you believe your plan would improve the situation for elderly people?[B]

As an enrichment experience or FHA/HERO activity, have students collect food and prepare food baskets to deliver to needy elderly people living in the community. As an alternative, students can deliver meals for Meals On Wheels. Lead a class discussion regarding responses that society should make to the problems of the aging population. KEY QUESTIONS: What experiences did you encounter in completing this project? Did you meet the elderly recipient of the food basket or meal? How did the recipient react? How did this experience make you feel? Why did the elderly person need outside help in providing for food needs? What lesson did you learn from this experience?[C]

As an FHA/HERO project, have students adopt a grandparent, plan monthly birthday parties for persons in a nursing home, host a generation gap social, or volunteer to work with elderly people. Lead a class discussion on the results of the project. KEY QUESTIONS: How did your experiences affect your feelings toward the elderly? How did the elderly people respond? How did the activities help meet the social needs of the elderly persons? How did you feel about participating in the activities? Why?[C]

E. Legal issues affecting the family
    1. Family legal rights and responsibilities

Have students use resource materials to define *family law*. Show students Teaching Aid 12, Family Law. KEY QUESTIONS: How has the area of family law developed? What agencies administer family law? What roles do courts play in enforcing family law? What role does public opinion play in the passing and implementation of family law? How does the Supreme Court influence law through its decisions?

Have students read resources and gather information on family law. Have students describe how laws are made and give the meanings of some basic legal terms and concepts, such as *due process*, *equal protection*, and *states rights versus constitutional rights*. KEY QUESTIONS: Where do legislators get ideas for new laws? How can individuals and groups make their opinions known to legislators? How do the opinions of individuals and groups influence legislators?[B]

As an enrichment experience, assign students to write to the state bar association to obtain information about family law. Have students ask for information about laws on birth control, marriage, divorce, child custody, and rights of juveniles. KEY QUESTIONS: What information did you receive? What laws were described? Why do we have these laws? How are these laws helpful to society?[B]

Divide the class into groups and have them debate the following statement: "An important parental responsibility is to protect the rights of children until they reach adulthood." KEY QUESTIONS: What are the rights of children? Why is the responsibility of protecting children's rights important? Why are parents required to protect children's rights? What happens when children's rights are not protected?

Invite an attorney to speak to the class about a parent's legal obligations to the family and children. Ask the speaker to address the legal consequences a parent might encounter when a child's rights are violated (such as child abuse or neglect). Have students summarize the attorney's comments. KEY QUESTIONS: Are the laws related to protection of the family adequate to protect children and other family members who's rights are violated? Why? What action should a family member take if rights are violated?

Ask students to interview family counselors or lawyers about recent legislation in family law. KEY QUESTIONS: What changes have occurred in family law in the past few years? Why? Why are these changes in family law significant? What effect do the changes in family law have on the family?

Divide the class into groups to study information on family law. Have students read legislative reports and information provided by the state bar association. Have each group give in-depth researched reports on one aspect of family law. Each group member should provide a researched report as part of the group presentation. KEY QUESTIONS: Why did your group select this aspect of family law? What did you learn? How can this information be applied to your own family? When will action be taken about this issue? What can individuals do to inform officials of their opinions concerning issues related to family law?[B] [C]

As an enrichment experience or FHA/HERO activity, have students organize a workshop on family law. Have students invite fellow students and parents to the workshop. Instruct students to invite speakers to discuss various aspects of family law. Include sessions to allow parents, students, and legal experts to exchange ideas and opinions.[C]

2. Marriage requirements

Invite a resource person to identify the marriage requirements in the state. The speaker should cover information on marriage licensing, age, blood test, prohibited relationships, and the marriage officiate. Have students prepare questions for the speaker in advance. This could be an FHA/HERO activity. KEY QUESTIONS: What requirements must be met to obtain a marriage license in your state? What is the purpose of marriage requirements? When is parental consent required? Under what conditions may a marriage be declared void? What persons are not permitted to marry in your state? Under what conditions may a person remarry? Are any marriage requirements outdated? Why? Why are certain marriages forbidden by law?[B]

Have students read references to determine the differences between marriage laws in their state and other states. Lead a class discussion on the students' findings. KEY QUESTIONS: Why are there differences in marriage laws? Why were the marriage laws originally established? Do the same circumstances regarding marriage laws apply in other states? Why? What are the purposes of the marriage laws? Are the laws current or outdated? Why?[B]

Have students write a research paper on one of the following topics from the perspective of laws related to the family: common law marriage, requirements of legal marriages (such as marriage license, age restrictions, name change, and legal ceremonies), support of spouse, rights of spouse, remarriage, racially mixed marriages, religiously mixed marriages, adultery, and monogamy. Lead a class discussion allowing students to share summaries of the papers. KEY QUESTIONS: Why did you select your topic? What are your personal views about the subject? What facts do you have to support your views?[B]

3. Marriage termination

Have students study references and define *annulment*, *divorce*, and *legal separation*. During a class discussion, have the students compare their definitions and compile a class definition for each word. KEY QUESTIONS: What are the differences and similarities in annulment, divorce, and legal separation? What laws affecting the family relate to annulment, divorce, and legal separation? Has the divorce rate decreased or increased in American society? Why do you think this increase has occurred? What general effects do annulment, divorce, or legal separation have on family members?

Have students read references and identify divorce laws in the state. KEY QUESTIONS: What divorce procedures are followed under a fault approach? under a no-fault approach? What grounds are considered sufficient for granting a divorce? How are decisions regarding property division, alimony, child support, and child custody made? What input are children allowed in child custody cases?[B]

As an enrichment experience, invite a lawyer, judge, or divorced person to speak on the costs and complications of a divorce. Have students summarize the complications and costs of a divorce in a paragraph. KEY QUESTIONS: What are the financial and emotional costs of a divorce? What are the costs of divorce in terms of children's needs? What are the complications of a divorce? Why do such complications result from divorce? How can the costs and complications of divorce be kept to a minimum?[B]

Have students write a research paper on one of the following legal topics related to the termination of a marriage: annulment, legal separation, divorce (grounds, procedures, costs, restoration of name, child custody, child support, visitation rights, alimony), death (burial regulations, insurance, Social Security, inheritance, wills). KEY QUESTIONS: Why did you select your topic? What did you learn from your research? How would the legal and emotional aspects of your topic affect a family or individual? Why?[B]

4. Paternity action

Instruct students to study references to identify laws in the state related to establishing paternity. KEY QUESTIONS: What is paternity? What actions may be taken to establish paternity? What role do courts play in determining paternity? How are child support obligations established? How long do child support obligations continue? Why do we have paternity laws?[B]

As an enrichment experience, invite a speaker from the Department of Human Services or the district or county attorney's office to describe the determination of paternity and child support obligations. Have students prepare questions in advance to ask the speaker. KEY QUESTIONS: How are paternity and child support obligations determined? In what types of situations are paternity and child support obligations important issues to families? Who makes legal paternity judgements? When a paternity judgement is made, what legal implications exist for the father of the child? How often do families have problems related to child support obligations? To whom should families report problems related to child support?

5. Juvenile issues

As an enrichment experience, have students listen to a social worker or juvenile detention worker speak on youth crimes and jail. KEY QUESTIONS: What crimes do youths participate in that result in jail sentences? What happens to youths who are sentenced to jail? What are the jail terms for various crimes? Can youths be sentenced to prison? What does a social worker or juvenile detention officer do with youth offenders? How do social workers or detention officers help youths who have committed crimes? Do youths learn to change their ways, or do they continue to commit crimes? Why?

Have students read resources to identify ways youth can be involved in juvenile court procedures. Lead a class discussion on the readings. KEY QUESTIONS: Under what conditions may the state request custody of children? What actions of youths may result in their being sent to juvenile court? What happens to youths if they are found guilty? innocent? How does a youth's criminal record affect him or her?[B]

As an enrichment experience, invite a juvenile officer, a juvenile probation officer, a social worker, or a juvenile court intake worker or lawyer to speak about juvenile court procedures. Have a student introduce the guest speaker. KEY QUESTIONS: What are the procedures of the juvenile court system? How are a young person's constitutional rights protected? What is the purpose of the juvenile court procedure? What are the alternatives if a juvenile is found delinquent?[C]

Have students use resource materials to write a paper summarizing their legal rights as juveniles. Have students share their papers with the class. KEY QUESTIONS: How can you protect your own rights? What are your legal responsibilities? What happens if you do not live up to your responsibilities or stand up for your rights?[B] [C]

Divide the class into pairs to debate one of the following statements:

1) Parents have a duty to support their children.
2) Parents should be able to punish their children physically.
3) Children should obey their parents.
4) Parents have a right to their children's earnings.

Students should spend ten minutes preparing and two minutes presenting each side of the debate. KEY QUESTIONS: Why are you in favor of this statement? Why are you opposed to this statement? What influences do other people's beliefs have on your viewpoint? Why?[B] [C]

As an enrichment experience, have a resource person speak on child abuse and the law. Have students prepare questions in advance for the speaker. This could be an FHA/HERO activity. KEY QUESTIONS: What laws concern child abuse? Why do we have child abuse laws? What is the public's legal responsibility in child abuse cases? What resources and support systems are available for abused children? What can citizens do to prevent child abuse?[C]

Have each student write a research paper on the legal aspects of one of the following topics related to children: birth certificate, legitimacy, child abuse, stepchildren, adoption, abortion, child support, obtaining medical advice without parental consent, contraceptive devices, runaway children, earnings of a child, medical care for a child. Have students report their findings to the class. KEY QUESTIONS: Why do we have laws regarding your topic? What are the purposes of the laws? What can happen if laws are violated? Why were the laws implemented? Are the laws regarding your topic still in effect today? Why?[B]

6. Life and death issues

Have students study references to identify laws related to birth and conception. KEY QUESTIONS: What rights do individuals have to receive information pertaining to contraception? What laws relate to artificial insemination? genetic screening? sexual dysfunctions? What laws affect a woman's choice to have an abortion? Do juveniles need parental consent to use contraceptives or obtain an abortion? On what constitutional rights are laws related to birth and conception based?[B]

Have students read references and brainstorm to identify a newborn's rights, such as the right to life, the right to liberty, the right to a home, and the right to an education. Lead a class discussion on the newborn's rights. Have students debate the following statement: Do parents have the right to deprive a newborn of her or his rights if she or he is born with a serious birth defect? KEY QUESTIONS: What is the right to life? right to liberty? right to a home? right to an education? Why do newborns have these rights? Do parents have the right to deprive a newborn of his or her rights? Why?[B]

Invite an attorney or legal representative to explain the provisions of laws related to death. Have students write a paragraph summarizing the laws related to death. KEY QUESTIONS: Why do we have laws related to death? Why are laws regarding death needed? What are the laws regarding autopsies? regarding wills and estates? regarding funerals and burials? regarding survivors? regarding payments of debts when no survivors exist? What are the procedures for writing a will? Why is a will necessary?[B]

Lead a class discussion on the procedures for writing a will and the importance of having a will. KEY QUESTIONS: How important is it that an individual have a will? Where can a person gain information on wills and estate planning? What costs are involved in hiring an attorney to write a will? What legal problems might occur if a person dies without having a will?

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INDIVIDUAL AND FAMILY LIFE
UNIT III

COMPETENCY: (c.3) *Concepts and skills related to adult roles.*

SUB-COMPETENCIES:

(A) *Summarize responsibilities of living as an independent adult.*

(B) *Demonstrate communication and conflict resolution skills.*

(C) *Determine decisions to be made in interpersonal relationships and implications for the future.*

(D) *Analyze the impact of technology on interpersonal relationships.*

(E) *Describe the impact of cultural background on interpersonal behavior.*

(F) *Summarize effects of societal trends on interpersonal relationships.*

(G) *Summarize factors affecting mate selection.*

(H) *Discuss commitments involved in marriage.*

(I) *Describe adjustments and decisions involved in marriage.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
III. Adult roles A. Responsibilities of adulthood 1. Developmental tasks of young adults	Ask students to define *personality*. Lead a class discussion on how personality influences one's dress, actions, thoughts, speech, emotions, and ambitions. Show Teaching Aid 13, Personality Diagram. KEY QUESTIONS: What is personality? Why does personality influence behavior? How does a person's behavior relate to his or her responsibilities as an adult?[C] Have students complete the checklists on personality and personal characteristics found on Teaching Aid 14, Personality Check List, Teaching Aid 15, Personality Characteristics, Teaching Aid 16, Personal Evaluation, and Teaching Aid 17, Personal Plan for Self Improvement. Lead a class discussion on personality and personal characteristics. Have each student identify areas for improvement and write plans for accomplishing improvements. KEY QUESTIONS: How do the teaching aids help you see your strengths, weaknesses, and areas for improvement? How does

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[B] = Basic Skills Reinforcement

[C] = Common Essential Elements

one's personality develop as the individual grows and develops? What are some personality traits that you enjoy in others? dislike in others? Why? How would you like others to describe your personality? Why? What are some traits you feel are part of your own personality? How can you improve your personality?[B] [C]

Have students read references to complete the statement, "Maturity is..." Lead a class discussion on the definition of maturity and ask students to identify the differences in chronological, physical, intellectual, emotional, and social maturity. KEY QUESTIONS: How does each type of maturity identified differ from the others? What are examples of each type of maturity in a child, adolescent, and adult? What helps a person develop maturity? How does education help one mature? How do life experiences help one mature?[B] [C]

Have students complete a check list on maturity, Teaching Aid 18, How Mature Am I? KEY QUESTIONS: What does this exercise tell you about yourself? In which areas might you increase your maturity? How can you work toward improving maturity in these areas?[C]

Lead a class discussion on the relationship between maturity and self-control. Relate maturity to accepting responsibilities, being dependable, keeping one's temper, and standing up for one's beliefs. KEY QUESTIONS: What are some actual experiences that involved someone lacking self-control? that involved someone using self-control? How do such experiences relate to maturity? Why? What happens when immature judgment and behavior are used?[C]

During a class discussion, have students compile a class list of words to describe a mature person. Lead a class discussion regarding mature characteristics and immature characteristics. KEY QUESTIONS: How can making one's own decisions be an indication of a person's maturity? What might be other indications of maturity ? Why?[C]

As an enrichment experience, invite a local community leader, a business person, or another leader to speak on the characteristics of a mature person. Prior to the speaker's arrival, have students prepare questions for the speaker to answer regarding maturity. Have a student introduce the speaker and the speaker's subject to the class. This can be an FHA/HERO activity. KEY QUESTIONS: How is controlling one's own actions and taking responsibility for those actions a sign of maturity? Why is maturity important in the business world? Are all adults mature? Why? How can people be mature in one area and immature in another?[C]

Divide the class into groups to role play how to respond to a difficult situation in a mature way. Have groups present their role plays to the rest of the class. Lead a class discussion on why it is often hard to make mature decisions. Role plays could be similar to the following: Betty is providing child care for two young children overnight while the children's parents are with another child at the hospital. Shawn, a popular boy whom Betty likes, shows up unexpectedly just as she is getting the children ready for bed. Betty is not allowed to have guests while caring for the children. However, she is afraid that if she asks Shawn to leave he will get angry and lose interest in her. Before Betty is able to talk to Shawn, the doorbell rings and several of Shawn's friends arrive wanting to have a party. KEY QUESTIONS: Should Betty ask everybody to leave and risk losing Shawn's interest? Why? Should Betty give in to Shawn and his friends? Why? What might happen if Betty allows the group to stay? How would Betty probably feel if she allows the group to stay? What might happen if Betty asks the group to leave? How would Betty probably feel after asking the group to leave? Which decision would show Betty's maturity? Should Betty tell her employers what happened? Why?[C]

Have students read resources to define *values*, *goals*, and *standards*. KEY QUESTIONS: What are some examples of personal values, goals, and standards from your own lives or the lives of people you know? How are values, standards, and goals learned or developed? Why is it important to develop values, goals, and standards?[B] [C]

Have students complete Teaching Aid 19, Values, Goals, and Standards: Forced Choice Values Test. After students complete the exercise, summarize by explaining that values, goals, and standards are developed individually, are different for different people, and that acceptance of the values of others is an important evidence of maturity. KEY QUESTIONS: Based on the exercise, what are your high-priority values? your low-priority values? What values were rated between high and low priorities? What does this exercise tell you about yourself? Would your friends agree or disagree with these findings about your values? Why? Do a person's values change during his or her lifetime? Why?[C]

Have each student write an autobiography and analyze his or her autobiography to identify evidences of values, goals, and standards. Lead a class discussion allowing students to share evidences of their values, goals, and standards. Summarize the discussion by explaining the importance of recognizing and accepting the values, goals, and standards of others. KEY QUESTIONS: What influenced you to develop these values, goals, and standards? How have these values, goals, and standards developed over time? What actions are you taking today as a result of holding these values, goals, and standards? How will values, goals, and standards influence your future? How do your values, goals, and standards influence and relate to each other? Why?[B] [C]

Invite class members who have served in leadership capacities to explain the types of responsibilities they assumed. Ask the student leaders to share with class members some of the decisions made and the results of the decisions. KEY QUESTIONS: What makes a good leader? Why? What makes a good follower? Why? What were some of the ways student leaders treated similar situations differently? Were the results equally successful or very different with positive or negative results? Why is it important to assume and fulfill leadership responsibilities? How might being in a leadership capacity with many responsibilities help a person grow personally? How can such experiences help a person in the future as a self-supporting adult and career person?[C]

Ask students to identify and list the responsibilities they have at home, school, work, church, in organizations, and in other activities. Lead a class discussion on the following questions. KEY QUESTIONS: What are the consequences of avoiding certain responsibilities? What are the results of not achieving family expectations? How is accepting responsibility for behavior related to maturity? How do you plan to accept more responsibility for your behavior? How does fulfilling responsibilities prepare a teenager for adulthood?[C]

Using resource materials, have the class develop definitions of the terms *peer* and *peer groups*. Ask students to recall experiences when people they know were rejected or accepted by their peers. KEY QUESTIONS: Why are peers important to a person's development? How might a person feel if rejected by peers? accepted by peers? How does gossiping about, teasing, and shunning a person usually make him or her feel? How does peer acceptance make a person feel? Why is acceptance by peers important to an individual? What influences a peer group's acceptance or rejection of an individual? How would maturity affect a person's acceptance or rejection of other people? Why?[B] [C]

Lead a class discussion regarding the influences peers have on each other. Have students cite examples of how peer relationships may be either beneficial or harmful. KEY QUESTIONS: In what ways do peers influence each other? (Examples include dress, attitudes, actions, school work, participation in activities, and acceptance of family and personal values.) Which of these examples can be positive influences? negative influences? How important is peer group acceptance to you? What are some activities and organizations that promote positive growth and development in teenagers? What are some activities and organizations that might have negative influences on teenagers? Have peers or your parents had more influence on your behavior? How and why? How does the amount of affection and understanding within a family affect the family's influence on an individual? How does positive peer group influence affect a person's development of emotional independence from the family?[C]

Have students develop a class definition of *basic needs*. Lead a class discussion allowing students to identify basic needs of individuals and families. KEY QUESTIONS: Why were the items identified as basic needs? How does knowledge of basic needs help one understand his or her behavior and behavior of others? How does satisfying basic needs help in developing a healthy and mature self image?[C]

Read references to learn more about Maslow's Hierarchy of Needs. Lead a class discussion on Teaching Aid 20, Maslow's Hierarchy of Needs. KEY QUESTIONS: How does your list of basic needs compare with Maslow's? According to Maslow, which needs must be met before others can be fulfilled? Why? What might be involved in meeting these basic needs? How does meeting a person's basic needs affect the person? Why? How does Maslow's theory show that human needs affect personality development?[B] [C]

2. Understanding sex roles

Divide the class into a group of males and a group of females. Have the males make a list of masculine-role characteristics. Have the females make a similar list of feminine-role characteristics. Using Teaching Aid 21, Fact or Fiction?, lead a class discussion on psychological and emotional differences of males and females. Have groups compare the lists developed. KEY QUESTIONS: How do the psychological characteristics of men and women differ? What are the differences between male and female roles in today's society? How have male and female roles changed in the past few years? How do decisions regarding sex roles influence and affect dating patterns, career choices, and lifestyles? How do sex roles differ in different cultures and ethnic groups? Are masculine and feminine traits learned or inherited? Which traits were listed on both groups' lists? Which characteristics are often stereotyped as male traits? as female traits? Which traits may be the same but are referred to differently according to sex? (An example is that males are aggressive but females are pushy.)[C]

As an enrichment experience, have students interview and write a report about a man or woman they know who is filling a role or has taken a job usually thought to be reserved for the opposite sex. Have students find the reasons the person is serving this role, their feelings, and the community's reaction to this change of role. KEY QUESTIONS: Does the person enjoy assuming the role? Why? Do attitudes of other people about the role ever bother the person? Why? If so, how is the problem handled?[B] [C]

3. Achieving emotional independence

Lead a class discussion on why it is important to see both sides of a question; why it is important to respect and accept older people as they are; the difference between becoming angry and losing your temper; and how making mature decisions and achieving emotional independence are related. Ask students to define the meaning of *generation gap*. KEY QUESTIONS: How is communication affected by the generation gap? Are most parents and children affected by the generation gap? Why? How can a teenager improve communications with parents and other adults?[C]

Have students define *emotional independence* by using references. Lead a class discussion on the following questions about emotional independence. KEY QUESTIONS: Why is emotional independence a requirement for individuals living on their own? for successful marriages? How does a person know if he or she has achieved emotional independence? (When one is able to rely on oneself for making successful decisions.)[B] [C]

Lead a class discussion on how students can achieve emotional independence from parents and other adults. Have students name privileges they now have as a result of demonstrating responsibility. Have students identify privileges they would like to have. KEY QUESTIONS: What responsibilities could a teenager accept that might help him or her gain privileges? How does being consistently responsible help one to gain privileges? How does being a responsible teenager help one achieve emotional independence from parents and other adults?[C]

Have students list adjustments a person makes when leaving home to establish independence from the family. KEY QUESTIONS: How do each of the adjustments help a person become more independent? Why is independence necessary? If a person is independent can he or she accept any help from the family? Why? What skills would a person need to develop to help in gaining independence? Can such skills be learned before a person leaves home? If so, how?[B] [C]

4. Achieving financial independence

Lead a class discussion on financial independence including the topic of whether adults should expect teenagers to contribute part of their earnings to family expenses. KEY QUESTIONS: How can the judgment used in managing money as a teenager affect how one manages money as an adult? Should teenagers contribute part of their earnings to family expenses? Why? What are examples of items people might buy to gain status? Why might some people feel that owning certain material possessions helps them gain status? Is spending money to gain status justified? Why?[C]

Have students write a paper explaining their personal responsibility in handling money. KEY QUESTIONS: How have you contributed to your family's finances by assuming responsibilities? by taking care of supplies and property? by earning money through work? by using your talents to make clothing, food, or furniture? In what ways have you shown responsibility in handling money? What effect did your responsibility have on you and your family? Has your family's confidence in your ability to handle money increased? How? Why? What did you do to increase your family's confidence in you? How will your ability to handle money affect your eventual achievement of financial independence?[B] [C]

Have students make a spending plan for one week and keep a record of their expenditures for one week. Lead a class discussion on relating spending habits to personal values and to basic needs. KEY QUESTIONS: How did the actual spending compare with plans for spending? What expenses occurred that were not expected? Why is saving money an important part of a spending plan?[B] [C]

5. Selecting career goals

Have students listen to tapes or audiovisuals about setting and attaining personal goals. Review with students the process of setting and attaining goals including how to deal with problems and obstacles. KEY QUESTIONS: How are goals set? What is the best way to accomplish goals? How can a person deal with problems and obstacles in accomplishing goals? How can goal setting be used in developing successful careers?[C]

As an enrichment experience, invite several successful men and women from a variety of careers to speak about their views on career planning and career goals. Include a full-time homemaker as a member of the panel. Ask students to introduce speakers. KEY QUESTIONS: What influenced you to choose your career and why? How did career planning help you achieve your goals? How closely has your career paralleled the goals you set earlier in life? How important is it for a person to continue setting career goals throughout life? Why are career goals important and beneficial?[C]

Have students listen to a school counselor speak on how to select and attain career goals. KEY QUESTIONS: How does an individual find out what career is right for him or her? What aspects of one's lifestyle can be used as a basis for career exploration? What kind of education would be needed to attain career goals? What courses in high school would be beneficial for future careers? What fields are expected to grow significantly during the next decade? What fields are expected to be stagnant or to decline?[C]

Using resource materials, have each student prepare an oral report about a field in which he or she is interested. Students should summarize in their reports the talents, skills, training, and competencies required for the selected jobs. Have students also answer the following questions in their reports. KEY QUESTIONS: Why is it important for individuals to plan their careers and set career goals? How can setting short-term and long-term goals help one in achieving career plans? advance further in a career in the chosen field? What types of goals could one set to achieve employment and success in a chosen career?[B] [C]

Have each student prepare an oral or written report about a person whose lifestyle has been affected by his or her career. Have students present findings to the class. KEY QUESTIONS: How was the person's lifestyle affected by his or her career? What are some examples of the lifestyle changes experienced by the person?[B] [C]

6. Developing community and civic competence

Use resource materials to define and explain the meaning of *civic role*. Lead a class discussion on civic roles. KEY QUESTIONS: What are some important civic roles? How are these roles beneficial to the community? Who are some people in civic roles? What types of responsibilities do these people assume as a result of their roles?[B] [C]

Have students identify individual roles in community living. Prepare a bulletin board with individuals in the center and various community agencies surrounding them. Use double arrows to show interrelationships between the individuals and the components of the community (including school, church, library, clubs, hospitals, fire department, law enforcement, and city and county government). KEY QUESTIONS: How does understanding the individual in community living contribute to responsible citizenship? What responsibilities does an individual have to his or her community? What responsibilities does a community have to its citizens?[C]

As an enrichment experience, invite a Chamber of Commerce representative to speak to the class about community involvement. Have students prepare related questions prior to the speaker's arrival. Ask a student to introduce the speaker. KEY QUESTIONS: What organizations and activities besides those at school are available for community involvement? What is the relationship of the quality of a student's citizenship in school to his or her role as a community member in the future? How can one individual make a difference in the community? What is the worth of volunteer work to a community? What volunteer opportunities are available in the community?[C]

Lead a class discussion about the importance of community pride and citizenship. KEY QUESTIONS: Why are community pride and citizenship important to the everyday life of a community? Why do some people develop negative attitudes toward their community? How can citizens develop pride in their community? How and why do community laws set limitations on individual behavior? What responsibilities do people have to behave in a lawful manner? What responsibilities do people have toward other community members?[C]

Have students describe community service activities in which they are or have been involved. Lead a class discussion on how services performed help individuals understand and get along with others, appreciate the community, and be of benefit to the community. KEY QUESTIONS: Why is community service work important to the community? How does community service benefit the community? the community's citizens? the volunteer? How does community service prepare teenagers for adulthood? for a career? How does involvement in a community affect a person's pride in the community?[C]

Have students identify ways they might be of service to elderly people, handicapped individuals, and nonprofit organizations. Provide copies of the local newspaper for students to scan for ideas of where volunteers are needed. Ask each student to select one nonprofit organization and decide how he or she could help the organization.[B]

Divide the class into two teams for a debate on the statement, "Ignorance is no excuse for not obeying the law." Following the debate, briefly summarize the major points made by the teams. Lead a class discussion on ways individuals can learn about local, state, and national laws. KEY QUESTIONS: How does knowing laws or knowing where to learn about laws increase an individual's civic competence? Why is it important to know the laws, keep up with changes, and be aware of other current governmental issues? How does keeping up with governmental issues increase an individual's civic competence? What are the laws that determine at what age an individual can drive, vote, apply for credit, serve in the military, and purchase alcoholic beverages? What responsibilities come with these laws and/or privileges? Why do these laws exist?[C]

B. Communication and conflict resolution skills
   1. Methods of communication

Write the definition of *communication* on the chalkboard for students to review. Lead a class discussion on styles of communication. KEY QUESTIONS: Why is communication important in developing and maintaining interpersonal relationships? What effect might each style of communication have on human relationships? marriage? What might result if people do not communicate in business? within families?[C]

Lead a class discussion on methods of verbal and nonverbal communication and explain the role of each in human relationships. Show Teaching Aid 22, The Process of Nonverbal Communication. Have students identify effective and ineffective uses of nonverbal communication and destructive forms of nonverbal communication (such as abusive behaviors). KEY QUESTIONS: How do verbal and nonverbal communication differ? How do people communicate messages through facial expressions, breathing patterns, voice tone, body position, muscle tone, and mannerisms? What are situations in which verbal communication is especially important? What are situations in which nonverbal communication is especially important? What are examples of situations in which a person sends a different message through verbal communication than he or she is sending through nonverbal communication?[C]

Record verbal communication messages of several people on an audio tape. Play each person's recorded message and stop the tape, allowing students to write down a brief description of what impressions they received from the verbal communication of the person. KEY QUESTIONS: What was your first impression of each person based on the recorded message? How can you form an impression of a person simply by listening to his or her verbal communication? Did you have an actual physical picture of any of the people you heard on the tape just by listening to their voices? How important is verbal communication in the formation of first impressions? How important is verbal communication in other stages of relationships? What kind of verbal communicator would you like to be? How can you achieve that type of communication?[C]

Show students a portion of a videotaped television show or other audiovisual that shows interaction between people. Have students view the audiovisual without the sound. Lead a class discussion allowing several students to explain what they believed was happening in the scene. Replay the audiovisual using the sound. Allow students to compare their first perceptions of the scene with the messages received the second time the audiovisual was viewed. KEY QUESTIONS: What messages were received during the first view of the situation? What examples of nonverbal communication were being used? How did being able to hear verbal communication affect the messages received during the second playing of the audiovisual? How accurate were your first observations?[C]

Collect magazine and newspaper pictures or cartoons that illustrate body language and show selected examples to students. Choose illustrations that include crossed arms, hands on hips, a finger being shaken at another person, a frown on a face, a person running away, and clenched fists. Divide the class into groups to create captions that express the messages students believe are conveyed by the pictures and cartoons. Have volunteer students create a bulletin board on nonverbal communication using the captioned pictures and cartoons.[C]

Lead a class discussion using Teaching Aid 23, Constructive Communication and Self-Defeating Patterns, on ways to constructively communicate and on self-defeating patterns of communication. Have students role play examples of self-defeating patterns of communication. Then have students adjust their role plays to involve use of the four constructive communication methods. KEY QUESTIONS: What is the difference between constructive communication and self-defeating patterns of communication? Why are these differences important to know? In the role plays, did the constructive communication work? Why? In what areas could you improve your use of constructive communication skills?[B]

As an enrichment experience, Student Occupational Activity, or FHA/HERO activity, direct each student to select a constructive communication skill upon which he or she will improve. Students should complete Teaching Aid 24, Action Plan Form for Constructive Communication. Review students' forms in order to provide feedback for evaluation of results. KEY QUESTIONS: What skill did you select to improve? Why? How do you plan to improve that skill? What benefits will you receive from improving the skill?[C]

Tape a fairly complicated message on a tape recorder. Play the message to students one time and have them reconstruct the message in writing. Compare students' versions of the message with the actual taped message. KEY QUESTIONS: Did you and your classmates receive the same message from listening to the tape? Why? Why is listening an important part of the communication process? Why do individuals sometimes fail to hear an entire message accurately?[C]

Lead a class discussion about barriers to good communication such as poor eye contact, language, culture, poor hearing, and outside noises. KEY QUESTIONS: How could each of these barriers be overcome? What are some ways to improve communication between various family members? between peers? with teachers?[C]

2. Communication roles

Have students identify examples of places they communicated verbally during the previous day. Examples include at home, at school, on the phone, at a club meeting, and at church. KEY QUESTIONS: What different types of verbal communication are used in these different situations? How does communication between teenagers differ from communication between teenagers and their parents? How would verbal communication with an employer differ from communication with friends in a social situation?[C]

Using resource materials, have students read about communication's role in various situations. Include the family, work, peer relationships, scholastic situations, and the marketplace. Lead a class discussion on the readings. KEY QUESTIONS: Why are these important roles? How does communication affect relationships in each of these situations? How does communication influence achievement of goals and success in each of these situations?[B] [C]

3. Family communication

Using resource materials, have each student write a paper on the way family members communicate affection or criticism. Students should include information on how these communication methods make other family members feel. KEY QUESTIONS: How can family members know that other family members love them? How can children know and feel their parents really love them? How can parents show children they care without actually saying "I love you"? How important is it for family members to say, "I love you" to each other? How can a family member constructively criticize another member while communicating love and affection?[B] [C]

Divide the class into groups and have students list five reasons family members should communicate effectively and five reasons that misunderstanding occurs between family members. Have a reporter from each group report on the group's opinions during a class discussion. KEY QUESTIONS: Why is effective family communication important? How often do misunderstandings occur in families due to poor communication? Why is effective parent/child communication important? How can communication contribute to family closeness?[C]

4. Peer communication

Lead a class discussion on the importance of good communication in getting along with peers. KEY QUESTIONS: Who are peers? Why are peers important to individuals throughout life? How are peer friendships related to positive feelings about oneself? How important is it for a person to communicate in a positive manner with his or her friends? What is likely to result if poor communication occurs between friends? Why do some friendships end?[C]

Divide the class into groups to develop a list of suggestions on ways to promote friendships through positive communications. Compile the group lists into a class list. Lead a class discussion on the group's suggestions and the effectiveness of each. KEY QUESTIONS: How does communication help one develop good friendships? How can communication prevent or settle friendship problems? What factors influence communication between friends?[C]

5. Conflict resolution

Lead students in a class discussion to identify reasons people argue. Include information on constructive and destructive arguing and the cumulative effects of arguing. KEY QUESTIONS: How does understanding why people argue help to prevent arguments? What is the difference between constructive and destructive arguing? Does arguing ever settle family differences? If so, how? Is arguing an effective means of settling differences? Why?[C]

As an enrichment experience or a Student Occupational Activity, develop a research project in which each student interviews several married men and women about what causes the most conflict in marriage. Have students record and categorize interview answers. Categories might include money, household management/division of tasks, religious/value differences, leisure activities, career issues, and personality disagreements. Students should report findings without revealing the identities of persons interviewed. KEY QUESTIONS: Did the answers of the males and females differ? Based on the interviews, what are the major causes of marital conflict? Is the area of conflict necessarily the real cause of the conflict in all cases? Are some reasons for conflict in marriages inevitable? Why?[C]

Lead a class discussion about factors that cause siblings to have conflicts. Have students study references to identify these factors and report to the class the suggestions that authorities make for solving such conflicts. Have students develop role plays to illustrate and solve some of the problems they listed as sources of conflicts among siblings.[B] [C]

Have students read resource materials to explore the different methods of resolving conflicts in life, marriage, and family relationships. Examples of methods include compromise, giving in, tabling differences, quarreling, and family conferences. Lead a class discussion on the different methods of resolving conflicts. KEY QUESTIONS: What are the consequences of using each method of conflict resolution? Of the methods identified, which methods would bring the most positive results? negative results? Why?[B] [C]

Lead a class discussion on the steps in problem solving and how these techniques contribute to resolution of conflict. The steps include the following:

1) State the problem.
2) Determine when a final decision must be made.
3) Secure all available information.
4) Examine alternatives.
5) Make a decision.
6) Try the solution.
7) Observe if the solution worked and make necessary adjustments.

KEY QUESTIONS: How are these problem-solving steps used in making decisions quickly? in making long-term, difficult decisions? How can a working knowledge of these steps be beneficial in making marital adjustments or in resolving conflicts?[C]

Show students Teaching Aid 25, Traditional Methods of Resolving Conflict. Lead a class discussion on the traditional methods of resolving conflicts. KEY QUESTIONS: Are these methods good ways to respond to conflict? Why? When have you used any of these methods of conflict resolution? How well did the methods work?[C]

Have students view Teaching Aid 26, Conflict. Lead a class discussion on the unsuccessful ways of responding to conflict. KEY QUESTIONS: Why are the methods listed unsuccessful ways of dealing with conflict? What problems could result from use of these conflict resolution methods?[C]

Define for students the word *compromise*. Show Teaching Aid 27, Ways to Solve Disagreements. Lead a class discussion on compromising effectively and ineffectively. Contrast compromise with accommodation, concession, martyrdom, and hostility as solutions to disagreements. KEY QUESTION: What are the distinguishing characteristics of compromise?[C]

Show students Teaching Aid 28, Three Approaches to Resolving Conflicts. Have students offer examples and role play situations to illustrate the three approaches. Compare the conclusions derived from this teaching aid discussion with the approach in Teaching Aid 29, Synergistic Method of Conflict Resolution. Summarize the class discussion by emphasizing ways that conflict can have a positive value. KEY QUESTIONS: How can the synergistic method use conflicts to strengthen a marriage? How does the synergistic method of conflict resolution compare with the three approaches described earlier? Which method is more successful in most cases? Why? Is conflict inevitable in life? Why is conflict considered a prerequisite for learning and psychological growth?[C]

C. Decisions and implications for adult interpersonal relationships

Have students use resources to define *interpersonal relationships*. Lead students in a class discussion about ways an individual's self-concept affects and is affected by interpersonal relationships. KEY QUESTIONS: What are some examples of interpersonal relationships experienced in everyday life? What are examples of how a person's interpersonal relationships influence self-concept? How does a positive self-concept affect a person's relationships with others? How does a negative self-concept influence a person's relationships with others? How do the current relationships of teenagers affect their future relationships as adults?[B] [C]

Read definitions of *empathy*, *respect*, *perception*, and *friendship* from a dictionary and lead a class discussion on how these terms relate to interpersonal relationships. KEY QUESTIONS: How would you define empathy in your own words? respect? perception? friendship? How is the meaning of empathy different from the meaning of sympathy? How do empathy and respect help one get along with others? How does perception relate to communication with others? Why do you respect some people more than others? What type of behavior is exhibited when a person is with another person whom he or she respects? What behavior is usually exhibited when a person spends time with a person whom he or she does not respect? What makes a person a true friend?[B] [C]

As an enrichment experience, have students interview older adults to learn the major factors the older adults value in friendships. Have the students report their interview findings to the class. KEY QUESTIONS: Why are the values identified important to the older adults interviewed? How are the factors teenagers value in a friendship similar or different from the friendship values of older adults? How do values influence teenagers' friendships? How do values influence adults' friendships? How do the values formed by teenagers affect their future relationships when they become adults? What are the responsibilities that are vital to a good friendship?[C]

List on the chalkboard and lead a class discussion on ways a person's attitudes may affect success in relationships with others. KEY QUESTIONS: What types of attitudes tend to have a positive effect on relationships with others? What types of attitudes may have a negative effect on relationships with others? How do teenagers' attitudes influence their personalities and future relationships as adults?[C]

Divide the class into groups. Using resource materials, have students list ways the following factors affect marriage and family relationships: love, acceptance, respect, attitudes, empathy, communication, friendship, and trust. KEY QUESTIONS: How important is each of these factors in the total success or failure of a marriage relationship? other family relationships? Why? How does a teenager's present relationship with parents and other family members influence relationships with the same people later in life?[C]

Lead a class discussion regarding ways the following factors influence work relationships and a person's overall effectiveness in an employment setting: communication skills, empathy, perception, respect for the rights and privileges of others, and trust. KEY QUESTIONS: How could the use of empathy improve interpersonal relationships on the job? Why is it important for employees to respect the rights and privileges of other employees with whom they work? How can a teenager develop good communication skills presently that can be used in employment in the future? Why is it important for employees to understand the chain of command in an employment situation in order to improve interpersonal relationships?[C]

As an enrichment experience, invite an employer to class to state his or her expectations of beginning employees and the importance of respecting the rights and privileges of others. Have students prepare related questions in advance for the speaker. KEY QUESTIONS: What should an employer be able to expect from an employee? What role does respect play in employment situations? What should an employee be able to expect from his or her employer?[C]

Have students identify situations in which family members have the opportunity to show trust or mistrust of other family members' behavior. Ask students to explain ways trust and mistrust could be exhibited in each situation. Examples of situations might include the following: suspicion of illegal drug use, extramarital relations, smoking, drinking, sexual relations, shoplifting, spending time with friends, and failing to call about arriving home late. KEY QUESTIONS: What are the effects of showing trust? of showing mistrust?[C]

D. Impact of technology on relationships
   1. Effects of change on relationships

NOTE: Learning and evaluation experiences identified for subcompetency c1D may be used as additional experiences in this section.

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Lead a class discussion on the influences of the following technological changes on interpersonal relationships: industrialization and urbanization, mobility, labor-saving devices, mass media, and medical advancements. KEY QUESTIONS: How have technological advances in these areas affected family relationships, lifestyles, and the ways in which people accomplish various tasks? What implications do such changes have for the future?[C]

Have students write a paper about ways that specific technological changes have affected interpersonal relationships of family members. Areas in which technological changes have occurred include electronic devices (such as television, video cassette recorders, and household appliances) telephones, computers, and medicine. KEY QUESTIONS: What determines the effect of change on each person in a family? What are some examples of current changes that affect families? What are the advantages and disadvantages that have resulted from the changes? How do interpersonal relationships change when technological changes influence families.[B] [C]

2. Strategies for relationship changes

Have students read a book predicting what the world will be like in the future such as Alvin Toffler's *The Third Wave*. In a report, have students identify the potential impact of the described changes on the family and on interpersonal relationships. KEY QUESTIONS: How important is a person's ability to adapt to change? What problems are families and friends likely to face in the future as a result of technological changes?[B] [C]

Lead a class discussion on accepting and adapting positively to changes. KEY QUESTIONS: How can change be positive? What is the most important element in adapting to change? What are some constructive ways to adapt to change? How is the ability to cope with change related to the general ability to cope with ordinary family adjustment problems?[C]

E. Impact of cultural background on interpersonal relationships

NOTE: Learning and evaluation experiences identified for sub-competency c1E may be used as additional experiences in this section.

Have students identify various cultures within their community or city. Lead a class discussion on the origins of different cultures and cultural variations. KEY QUESTIONS: Where did the cultural groups originate? How did these cultural groups arrive in the community? How have the cultural groups influenced the community? How has your particular cultural group grown within the community? How does your cultural background influence your values and behavior? How does the culture in which one is reared influence how a person views the family? dating practices?

marriage? religious beliefs? morals? How do these cultural influences affect a person's interpersonal relationships?[B] [C]

Display an exhibit of items from various countries in the classroom. Show an audiovisual that illustrates various cultures and their practices. After students examine the displayed items and view the audiovisual, lead a class discussion on the traditions and customs of each country represented. On a globe or map, locate the countries discussed. KEY QUESTIONS: How do various cultures view family member roles, working women, interpersonal relationships, values, and behaviors? Why do the people of these cultures hold their particular views? What are some characteristics of families in which traditions differ from those of your own family? How are the family differences influenced by culture?[C]

Have students choose an event or tradition that is significant in most cultures and write a research paper on how the event is managed in one specific culture. Example events include birth of a child, rites of adulthood, engagement, graduation from school, marriage, and death. Have each student study about the history of the selected event in order to compile findings for the research paper. KEY QUESTIONS: How is the event influenced by the selected culture? What traditions are involved in the event? What are the cultural meanings of the traditions? What is the history of the selected event in the culture studied?[B]

Have students write a report on how they believe their families' ethnic or cultural memberships have affected their diets, moral and religious beliefs, attitudes toward dating practices, ideas about marriage and family life, respect for the older members of their families, and life in general. Have students compare their reports with those of classmates. KEY QUESTIONS: How have your moral and religious beliefs been influenced by your family's cultural background? How has your family's cultural background affected your ideas about marriage and family life? respect for older members of your family? How has your family's cultural background affected your parents' ideas about dating practices?[B] [C]

As an enrichment experience, invite a speaker from a particular culture to speak about family patterns and structures in his or her culture. The resource person could be a foreign exchange student, a person who has lived in a foreign country, or a naturalized citizen. Have the speaker point out the subtle influences of culture on viewpoints of people. Have students prepare questions for the speaker related to the topic. Ask a student to introduce the speaker. This could be an FHA/HERO activity. KEY QUESTIONS: How do family patterns differ in your native culture from American family patterns? How do cultural structures differ in your culture from American cultural structures? How does your culture have subtle influences on the viewpoints of people? How has your culture influenced family values? attitudes about women working outside the home? family size and structure? traditions celebrated by the family?[C]

Have students study references and define *acculturation*. KEY QUESTIONS: What pressures are exerted on families to adopt customs of the major cultural group in an area? How does the major cultural group benefit from other cultural groups in the community?[B]

Lead students in a class discussion on ways in which people from different cultures are often stereotyped. KEY QUESTIONS: What influence could this stereotyping have upon the family and the community? Is it positive or negative to stereotype cultures? Why? How are cultural backgrounds reflected in television shows? How may mass media programs contribute to a better understanding of various cultures?

F. Effects of societal trends on interpersonal relationships
   1. Changing lifestyles

Have students use resource materials to define the terms *societal trends* and *societal changes*. Ask students to offer examples of societal trends present in American society. KEY QUESTION: What are some examples of societal trends occurring in American society?[B]

Have students identify societal trends in the world today that have resulted in changes affecting interpersonal relationships. Examples of societal changes for consideration include mobility, changing roles of men and women, pressure for economic success, and changing moral and traditional structures. KEY QUESTIONS: What implications will these changes have on the future? on your families and friends?[C]

Have students read and summarize articles from periodicals relating to social change. Students' oral summaries should identify major social changes and effects these trends have had on family patterns and structures. KEY QUESTIONS: How are societal trends changing the roles of family members today? How do changed family member roles influence interpersonal relationships? What changes may occur regarding family member roles of the future? What are examples of some former family functions that are now performed by governmental agencies?[B]
Have volunteer students write letters to the editor of the school or local newspaper. In his or her letter, each student should describe a social trend or change that has taken place in the community and explain the impact the change/trend has had on the community and on families.[B]

2. Changing styles of marriage

Lead a class discussion on ways present societal trends are affecting marriage and family lifestyles. Examples of trends include the changing roles of men and women, women in the work force, and mobility. KEY QUESTIONS: How have societal trends changed marriage and lifestyles in American society? What are examples of societal changes experienced by families that have changed family lifestyles?

Divide the class into groups to write case studies about the impact of societal trends on marriages. Case studies should describe situations involved and how family members may be affected. Students should list discussion questions for each case study written. Lead a class discussion allowing group representatives to share case studies and discussion questions. KEY QUESTIONS: What impact did each trend have on the case study marriages? In the case studies, what adjustments were made by the people involved?[B]

G. Mate selection
   1. Dating patterns

Divide the class into groups to identify reasons for dating. Have each group select a recorder to list the reasons identified and report to the class. Lead a class discussion and allow groups to share information. Use Teaching Aid 30, Reasons for Dating, to summarize the discussion. KEY QUESTIONS: What are the functions and values of dating in our culture? How important is each of the reasons listed by the class? How does dating prepare a person for adult life? marriage? How does dating increase a person's understanding of other people?[C]

Show students Teaching Aid 31, The Dating Route. Lead a class discussion on different patterns of dating, reasons for progressing through different patterns of dating, and students' personal experiences related to dating patterns. KEY QUESTIONS: What is group dating? How does group dating influence mate selection? What is casual dating? How does casual dating influence eventual mate selection? What is steady dating? How does steady dating relate to a person's eventual choice of a mate? Why is it important for teenagers to experience group friendship and group dating before getting involved in serious dating relationships? At what age should teenagers be allowed to date? Why?

Survey students by asking each of them to compile a list of qualities (physical, psychological, mental, and spiritual) he or she would look for in selecting a person to date. Compile a list of characteristics to present to the class. Lead a class discussion on the qualities mentioned and why they were listed. KEY QUESTIONS: What reasons do you have for listing the characteristics of an ideal date that were listed? Do people actually exist with all the qualities listed? If not, which of the qualities are most important to you in a dating partner? Why? CRITICAL

QUESTIONS: How do the characteristics desired in a date relate to the characteristics a person desires in a potential mate? How do a person's values and standards play a role in future dating and in marital success?

As an enrichment experience, have students survey adults and their peers at school to discover prevailing attitudes toward steady dating. Have students compile the results and present them in a survey report. Lead students in a class discussion about the attitudes reported and reasons for dating and not dating that teenagers and young adults have. Summarize results of the survey in an article for the school newspaper. KEY QUESTIONS: Why do people choose to date? choose not to date? What are the advantages and disadvantages of the different patterns of dating? How can dating help a person personally? Is steady dating a popular form of dating? Why? What are its advantages and disadvantages? What are your attitudes toward steady dating?[B]

Show an audiovisual that illustrates the influence of parents on teenagers' dating choices and on behavioral codes related to dating of teenagers. Following the audiovisual, lead a class discussion about the advantages of parental approval of dating choices and different behavioral codes that parents may enforce. NOTE: Some current family-oriented television shows are appropriate for use and might be videotaped. Behavioral code issues to consider include dress codes, dating curfews, and restrictions on dating activities. KEY QUESTIONS: What are some of the reasons parents give for objecting to their teenagers' choice of dates? Is the parents' disapproval usually well justified? Why? How do many teenagers react to parents' disapproval of their dates? Why do teenagers react in this manner? Are teenagers justified in their actions?

2. Factors affecting mate selection

Divide the class into groups to list various reasons people marry. Have each group select a reporter to represent the group. Have a volunteer make a chart with two columns for use in compiling reasons for marriage. Label one column "Positive" and the second column "Negative." As a group shares each reason for marriage, have a class recorder list the reason in the appropriate column on the chart. KEY QUESTIONS: Why are the identified reasons positive or negative? What influence would each reason have on the future and success of a marriage?[C]

Have students identify premarital factors that could cause problems in marriage such as different social status, pregnancy, and unhappy home life. KEY QUESTIONS: How could these factors affect a marriage? What kind of problems could result from each situation? What could a couple do to prevent such problems? Should a couple marry when they have such serious problems? Why?

Lead a class discussion on how various factors might have an influence on the selection of a marriage partner including the following:

1) Religion
2) Race and nationality
3) Family background
4) Personality and traits of family members
5) Educational level
6) Heredity
7) Health
8) Personal characteristics
9) Personal interests
10) Age and maturity

Summarize the class discussion by using Teaching Aid 32, Factors Affecting Mate Selection. KEY QUESTIONS: Why does each of these factors have so much influence on the choice of a marriage partner and the success of a marriage? How does maturity influence consideration of many other factors in selecting a marriage partner?

Find case studies for students to read to discover possible consequences when important factors in mate selection are ignored. Lead a class discussion on the case studies. KEY QUESTIONS: What problems resulted when important factors in mate selection were ignored? How could these problems have been prevented? CRITICAL QUESTIONS: Is it best to make mate selection choices based totally on emotions or to consider various factors that influence marital success? Why?[B]

Ask students to list the possible decisions individuals and couples should make before they decide to marry. KEY QUESTIONS: Which of these decisions are conscious and which are subconscious? Why is it important that each of these decisions be made prior to marriage? What problems might result if important decisions such as these are not made before marriage?

As an enrichment experience, invite a marriage counselor to the class to identify and explain the techniques used to help couples determine whether they are ready for marriage. KEY QUESTIONS: How can teenagers use these techniques to evaluate themselves and their readiness for marriage? What is the purpose of premarital counseling? How important is marriage counseling for couples before marriage? Where can a couple get marriage counseling? (Many ministers and psychologists perform counseling.)

Have students view a current movie, watch a television show, or read a current book or article to analyze the strengths and weaknesses of young married couples' relationships. Ask students to analyze the effects of mate selection factors on the relationships of the couples and share findings with the class. KEY QUESTIONS: What strengths did you find in each couple's relationship? What weaknesses were found? How did these strengths or weaknesses affect the couple's relationship? Did the couple have a good marriage relationship or one that needed improvement? Why? What suggestions would you make for improving the relationship? Why?[B]

Have students select from a list of leisure activities the interests they would like to share with a mate. Allow students to compare their lists by leading a class discussion on the importance of married couples having some common interests. Ask students to give examples from personal observations of instances in which common interests of marriage partners have strengthened marriages. KEY QUESTIONS: Why did you select these activities? Does the sharing of similar pastimes, interests, and backgrounds influence the success of a marriage? Why? Do you believe that the saying, "opposites attract" is really true when applied to marital success? Why?

Lead a class discussion on the degree of influence parents have on their children's mate selection. KEY QUESTIONS: How much consideration should a person give to her or his parents' beliefs and feelings regarding mate selection? What are some reasons parents may have for objecting to a marriage? How do customs related to mate selection in the United States differ from those in other countries? How have parents already influenced your choices regarding the people you choose to date? How much do parents know about dating and marriage partners? How does parental approval contribute to marital success? Does a close parent/child relationship influence a child's marriage? What problems may result when a couple marries without parental approval? How does the success of the parents' marriage influence the marriage of their children?

Have students give their definitions of *engagement*. Compile a class definition through discussion and have the students suggest ways that an engagement period can serve as a testing period or transition period in preparation for marriage. Emphasize the adult responsibilities that engaged partners have to each other because of the commitments made in the relationships. KEY QUESTIONS: Is an engagement a period of simply planning a wedding or is engagement a period of examining oneself and prospective partner for marital compatibility? Why? What responsibilities does an engaged person have to himself or herself? What responsibilities does an engaged person have to his or her partner? to the future of the marriage or relationship? to the partner's friends? to the partner's family? to the partner's personal obligations? CRITICAL

QUESTION: How should a person respond if he or she senses danger signals about problems with the relationship during an engagement period?

3. Love relationships

Have students read references and explain the differences between mature love, infatuation, and physical attraction. Show Teaching Aid 33, Is It Love? NOTE: Mature love implies an increased capacity to care about the well-being of another person and a realistic acceptance of the person. Mature love also accepts and prepares one to meet the realities of marriage. Infatuation primarily involves sexual attraction. Mature love is free of guilt and insecurity. Infatuation involves both guilt and insecurity. Love takes time to grow. Infatuation may be instantaneous. KEY QUESTIONS: Why is it important for a person to understand the differences between mature love, infatuation, and physical attraction? How does a person's personal character development affect a love relationship? How does personal maturity help in distinguishing between love and infatuation? How does a positive self-concept help a person develop a concern for others rather than a self-centered attitude? Is mature love, infatuation, or physical attraction best for establishing a long-term relationship? CRITICAL QUESTION: What conclusions can be drawn that may enable a person to understand the degree of commitment involved in a love relationship?[B]

Have students study reference materials to identify the stages of love development. Lead a class discussion on each stage of love shown on Teaching Aid 34, Stages of Love. KEY QUESTIONS: At what age is each stage of love likely to occur? At what stages do the characteristics of infatuation and mature love occur? What are examples of each stage of love from your own experiences and observations? Can a person move back and forth between stages of love? How or why? Is it possible to skip a stage and still achieve mature love? What factors might result in the elimination of one of the stages of love? Under what circumstances may a person repeat some of the stages of love? (Death of a mate and divorce are two examples.) What negative consequences might occur if a person married during the stage of infatuation? What are some factors that may cause a person to progress only to infatuation? (Examples include jealousy, focusing on physical attraction only, and failure to face reality.)[B]

4. Marriage lifestyles

Have each student develop a description of the marriage lifestyle he or she prefers and the ideal marriage partner for the described lifestyle. KEY QUESTIONS: What roles do income level, interests and activities, religion, race, family planning, careers, and the extended family play in your ideal marriage lifestyle? What implications do these factors and the marriage lifestyle have on the type of mate one should select? How important is communication in discussing such factors and feelings about ideal lifestyles with potential mates? How important would your opinion of an ideal lifestyle be to you if a potential mate had a different ideal lifestyle?[B] [C]

Using resource materials, have students read about marital success and identify areas of marriage that commonly require adjustments such as finances, relationships with in-laws, physical compatibility, social and recreational interests, and religious practices. KEY QUESTIONS: What are the characteristics of a happy marriage? What do couples expect from the marital relationship? How do couples realize they need to make adjustments? How are adjustments made in successful marriages? made in unsuccessful marriages? CRITICAL QUESTION: How does understanding the characteristics of marital success help a couple avoid disappointment?[B] [C]

Invite a group of married couples to speak about the realities of married life. The group might consist of one recently married couple, one couple who has remarried, and one couple who postponed marriage until later in life. Review and compare differences in views concerning adjustments. KEY QUESTIONS: What were major areas of marriage adjustment for the couples? How were disappointments caused by spouses handled? How were adjustments made? What role did communication and compromise play in making adjustments before and after marriage?[C]

Define the term *mixed marriages*. Have students research for information about mixed marriages and report their research findings to the class. In their reports, students should identify both advantages and disadvantages of mixed marriages. KEY QUESTIONS: How might mixed marriages create unique problems in addition to the usual adjustments that exist in marriage relationships? Is the number of mixed marriages in our society increasing or decreasing? Why? Is the trend regarding mixed marriages positive or negative? Why? Should factors such as background, goals, aspirations of prospective mate, love, mutuality, and respect be considered in selecting a mate? How could a political or economic situation such as war, depression, or inflation influence mate selection? How does society view mixed marriages?[B] [C]

Divide the class into groups to identify advantages and disadvantages of interfaith marriages and to determine possible alternative solutions regarding participation in religious activities for persons in interfaith marriages. Lead a class discussion on the groups' findings. KEY QUESTIONS: What problems may be encountered when persons of different religious backgrounds marry? Is it possible for couples to ignore the influence of religion in life? Why? Why is the question of rearing children in a religious faith a problem in interfaith marriages? Why should holiday and festive customs and views on birth control, abortion, and divorce be discussed before marriage? How can issues be confronted before they become problems? What are the advantages and disadvantages of the solutions suggested for participation in religious activities for persons in interfaith marriages? Which solution(s) might pose problems when children are born? What effect might each solution have on each partner? Which solutions require more compromise by one partner?[C]

H. Marriage commitments
   1. Personal commitments

Read to students excerpts from traditional and contemporary marriage vows for several religions. Have students identify and explain the commitments couples make that are normally included in marriage vows. Lead a class discussion on marriage commitments. KEY QUESTIONS: What kind of commitment has a person made when he or she becomes engaged? marries? Is marriage a commitment two people make to love and care for each other for their lifetimes? Why? Is a marriage a legal contract? Should commitments be verbalized (spoken) in marriage vows? Why? Should couples mean what they say when repeating marriage vows? Why? How important are commitments that are made in marriage vows? When a couple has marriage difficulties, it is okay to divorce?[B]

Have students read various reference materials on the legal aspects of marriage. Lead a class discussion on students' research findings. KEY QUESTIONS: What purposes do the following serve when a person applies for a marriage license: health examinations, a consent to marry form, and a birth certificate? Why is a marriage license needed and required? Why is marriage regulated by laws and customs in every society? What are your state's laws regarding marriage?[B]

Have students work in groups or pairs to identify factors leading to successful and unsuccessful marriages. Resource materials can be used for direction. Students should share findings with the class. KEY QUESTIONS: How do you think people in successful marriages view the vows they made at marriage? How do you think people in unsuccessful marriages view the vows they made at marriage? In your opinion, which view is accurate?[B]

As an enrichment experience, invite couples who have celebrated their twenty-fifth and fiftieth wedding anniversaries to speak to students about ideas concerning what has contributed to their success in marriage. KEY QUESTIONS: To what do you attribute your success in marriage? What factors are most often credited for successful marriages?

2. Preventing and dealing with problems through commitment

As an enrichment experience, invite a marriage counselor to speak to the class about the major reasons for problems in marriages, especially in beginning marriages and marriages at the empty nest stage. KEY QUESTIONS: What crises are most likely to occur during marriage that could result in divorce? How can couples avoid or solve such problems?

Have students use resource materials to define premarital counseling, its purposes, and potential benefits to a couple planning to marry. Have students share their research findings with the class. KEY QUESTIONS: How could premarital counseling benefit a couple? How could premarital counseling assist a couple with future marital adjustments? How might premarital counseling increase the likelihood of a couple's marital success?[B]

Have students use resource materials to write papers about the various types of support systems and services (including counseling services) available to engaged and married couples. If possible, involve a marriage counselor (or minister who performs marriage counseling) as a resource person. KEY QUESTIONS: What services are available to a couple having marital problems? How can a couple use the support systems and services identified to meet their needs? How can one evaluate the quality of such services? What questions should a person ask before using the services of a marriage counselor?[B]

I. Marital adjustments and decisions
   1. Career adjustments

Have students read resource materials and identify decisions and adjustments involving career expectations that couples must make early in marriage. Concerns include whether to accept employment outside the home, who is considered the primary wage earner, which career is most important in terms of transfers to other locations, and career expectations spouses have when children are added to the family. Have students share their findings with the class. KEY QUESTIONS: What factors are involved in each career-related decision? How does a couple make decisions and adjust to decisions? Why should couples communicate about career expectations? How important is it that families set goals and priorities?[B]

Lead the class to brainstorm for situations in which couples might agree to have a long-distance marriage (two spouses residing in two different locations). Lead a class discussion regarding the benefits and disadvantages of a long-distance relationship. Have students identify couples who have long-distance relationships and describe their situations. KEY QUESTIONS: What couples can you name who have long-distance marriages? Why might a couple choose to have a long-distance relationship? Would the benefits of such an arrangement outweigh the disadvantages?

As an enrichment experience, have students interview adults they know to learn possible implications for families when primary wage earners become unemployed. KEY QUESTIONS: What adjustments and decisions would a family have to make if a primary wage earner became unemployed? What sources of help would be available? How could family members support the unemployed member psychologically? What financial problems result from unemployment? How do financial problems affect a family's adjustments and decisions regarding unemployment?[B]

2. Household roles and responsibilities

Lead a class discussion to identify decisions that must be made regarding household responsibilities when a couple enters the beginning stage of the family life cycle. KEY QUESTIONS: How should a couple decide who assumes various roles such as major wage earner, major caregiver, housekeeper, and financial manager? How do responsibilities for personal care change? What responsibilities does the beginning family assume for food, clothing, housing and furnishings, and health care? What moral issues, social concerns, and conflicts may the new family encounter? How do relationships change when people marry?

Lead a class discussion regarding ways family roles may be different in nuclear, extended, and single-parent families. KEY QUESTIONS: What roles might be different in a nuclear family from those of members in an extended family? from members of a single-parent family? What difficulties do single parents have in fulfilling necessary roles? What problems may occur in role expectations when a grandparent joins the family? What types of adjustments and decisions may be required in nuclear, extended, and single-parent families?

3. Family structure and parenting

NOTE: Learning and evaluation experiences identified for sub-competency c2C may be used as additional experiences.

Lead a class discussion about decisions a family may make regarding reproduction and parenting practices. KEY QUESTIONS: How may genetic factors, financial factors, and desired lifestyle influence a couple's plans for their future family's structure? Under what conditions might a family consider adoption of children? What problems may a recently married young adult experience when establishing independence from his or her parents? In what ways will a beginning family have to adjust when their first child is born? What adjustments might be required if two divorced parents remarry and have additional children? What questions should a couple consider when they are deciding whether or not to have a baby?

As an enrichment experience, have students interview their own parent(s) to gain information on some of the adjustments parents made in their lives and marriage as a result of the decision to parent. KEY QUESTIONS: What problems, adjustments, and changes in routine do children bring to a marriage? How should a couple handle the changes that occur when a child is added to the family? How important is communication to the couple in dealing with changes? What kinds of decisions are required when adults become parents? Why are adjustments and decisions important in coping with problems?[C]

Have students read resource materials to learn the possible problems parents and their children have during the launching years. KEY QUESTIONS: How did your parents feel and act when an older brother or sister left home? What problems were encountered? How were the problems resolved? What adjustments have your parents and family made when a member of the family left home?[B]

4. Financial management

Invite a financial planner or banker to speak about adjustments families make throughout marriage in allocating resources. Have students prepare questions prior to the speaker's arrival. Ask for a student volunteer to introduce the speaker. This may be an FHA/HERO activity. KEY QUESTIONS: What problems may arise if two spouses disagree on the purpose of money? the use of money? How can a couple resolve disagreements regarding how to spend money? How can a couple reach an agreement on spending when only one is employed? when one earns more than the other? What financial responsibilities should a couple assume in a multigenerational household? when one has a child by a previous marriage? How may spouses' views differ regarding when and how to use credit? How may spouses' views differ on accepting aid from relatives? How can differences on what to purchase be resolved by couples?[C]

As an enrichment experience or Student Occupational Activity, have students prepare a questionnaire for interviewing married couples in various family life cycle stages. Have each student interview several couples and report findings to the class. KEY QUESTIONS: What demands on your family's resources are occurring at this stage in your life? What effect do these demands have on your resources? How do you handle the demands while trying to preserve as many of your resources as possible? Why are these demands occurring at this stage? Did you expect these demands to occur? Did you prepare ahead of time for these demands? What are your major expenses, housing needs, and financial adjustments? How did you manage resources at various stages? How is this stage similar and different from earlier stages of the family life cycle? CRITICAL QUESTION: What family adjustments would be required if a catastrophe or emergency occurred?[B]

TAC 75.83
INDIVIDUAL AND FAMILY LIFE
UNIT IV

COMPETENCY:	(c.4)	*Concepts and skills related to management in family life.*
SUB-COMPETENCIES:	(A)	*Apply procedures for meeting individual and family needs through resource management.*
	(B)	*Analyze financial considerations related to the family life cycle.*
	(C)	*Relate the use of community resources to family well-being.*
	(D)	*Outline the roles and responsibilities of family members as managers and consumers.*
	(E)	*Relate the use of leisure time to quality family life.*
	(F)	*Determine the interrelationship of the family institution and economic development.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
IV. Management in family life A. Meeting needs through resource management	NOTE: Unit V should be considered for teaching after Unit III and followed by Unit IV.
1. Elements of management	Have students read resource materials for the definition of management. Students should also define the following elements of management: values, goals, standards, and resources. KEY QUESTIONS: What are the differences between values, goals, standards, and resources? What are examples of values? goals? standards? resources? How do values, goals, standards, and resources influence a person's management tactics?[B]
	Have students read resource materials and identify how people become managers. KEY QUESTIONS: Are people born to be good managers or do they learn management practices? Is management a continuing process? How can good management skills be acquired? How can a person determine if she or he would be a good manager of resources?[B]
2. Basic needs	Have students use dictionaries to define the terms *need* and *want*. Lead a class discussion regarding the difference between the two concepts. KEY QUESTIONS: How do needs and wants influence planning? How do family needs and wants affect the use of family

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

resources? How do family needs and needs of individual family members differ? Why do needs and wants vary with each individual and family? How do needs and wants influence how families spend money? How do an individual's values, goals, and standards influence his or her needs and wants? How are wants influenced by others? Should needs or wants be considered first when developing a spending plan or managing resources? Why?

Have students define *priorities*. Lead a class discussion on students' definitions of priorities. KEY QUESTIONS: What are priorities? Why are priorities important to individuals and families? How does establishing priorities relate to meeting family needs and wants? How does the establishment of priorities assist with resource management? How do priorities affect the way family income is saved and spent?

Ask students to relate how others, such as the media, have created wants within families and individuals. KEY QUESTIONS: How are a family's or individual's wants influenced by and often created by others? Why? How do the values, goals, and standards of living relate to such outside influences? How can friends, relatives, or acquaintances influence an individual to want something?

3. The management process

Instruct students to read resource materials to define and explain the following:

1) The steps in the management process
2) The elements included in planning (which include the elements of management)
3) How control is used in the management process
4) How evaluation is used in the management process

KEY QUESTIONS: What are the steps in the management process? What purpose does each step serve? Why are each of these steps important to total management? What are the elements included in planning? What is the purpose of each element? How does each element help in the management process? How is control used in the management process? What is the purpose of control? Why is control important? How is evaluation used in the management process? What is the purpose of evaluation? Why is evaluation important?[B] [C]

Show students Teaching Aid 35, The Management Process. Have students relate the process to management of resources and describe how each step is used to help a family reach its financial and material goals and meet family needs. Activities related to each step of the management process are as follows:

1) Planning–List and prioritize goals and needs. Make a time schedule.
2) Implementing–Put plans into action.

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3) Controlling–Check progress. Make changes as needed.
4) Evaluating–Critique the results. Suggest improvements.[C]

As an enrichment experience, have each student prepare a list of the activities in which he or she participates each day. Instruct students to apply the management process to their lists of activities. Have students follow their management processes for one day and report on their experiences. KEY QUESTIONS: How was time saved by following the management process? Did you accomplish more in a planned day compared to a normal day? Why? How could one use the management process in the future?[C]

4. Managing and allocating family resources

Divide the class into groups. Have each group make a list of family resources. Compile the groups' lists to form a class list. Lead a class discussion on the differences in human and nonhuman resources. Have students categorize each resource on the class list as human or nonhuman. KEY QUESTIONS: Which resources on the list are human resources? Which resources are nonhuman resources? (Include time and energy.) Which resources are not monetary resources?

Lead a class discussion regarding the time management principles included on Teaching Aid 36, Work Smarter, Not Harder. Identify similar time management techniques that could be used by teenagers to manage work, homework, school, extracurricular activities, and family responsibilities. KEY QUESTIONS: How does time management help families meet their needs and demands more efficiently? In what ways can one manage his or her time and energy better? What are the benefits of a person's time being managed more efficiently?

Have students identify and explain situations where it may be essential for one family member to receive more family resources than other family members. (Situations include being sick, having a disability, and attending a special function.) KEY QUESTIONS: How do you feel about the family member who receives a larger share of family resources than other family members receive? How do you feel when you receive a larger share of family resources? How do members of your family feel about the resources you receive?

Prepare problem cards for the class. Write problems such as the following on blank cards: Car needs major repairs, your mom loses her job, and your sister wants a bicycle. Ask students to choose problem cards and identify resources that could be used to solve the problems. Have students consider families with varying resources when giving solutions to the problems.

Have students identify reasons material/financial resources must be used carefully. Lead a class discussion regarding ways to allocate resources when family resources are limited. KEY QUESTIONS: How can material/financial resources be used more efficiently and effectively? How can one become more efficient and effective in using the money he or she earns?

Have students use references to define *socioeconomic status* and *income level*. Lead a class discussion regarding the factors which determine income level and the factors related to upward mobility. KEY QUESTIONS: What are the primary factors that determine one's level of living (the way a person actually lives)? How does the income level to which one belongs influence his or her opportunities in life? values? How does income level affect an individual's likelihood of acquiring an education? How do economic conditions influence income? How does the value system influence income? How does one's attitude affect future income level potential? Which income levels contain the most upwardly mobile persons? What percentage of people remain at their parents' income level? What effects may upward mobility have on families?

Ask students to read various references and identify characteristics of upper, middle, and lower income level families. Have the students describe ways the following factors might influence a family's income level: family background, values, family size, housing, resource management, employment, marital stability, child rearing practices, family roles, education, and social interaction.[B]

Assign students to conduct a survey of families to find methods of sharing family income with children. Methods of sharing family income include paying allowance for household duties and giving money on request. Have students tally and summarize the results of the survey. Lead a class discussion regarding the results. Outline the advantages and disadvantages of each method. KEY QUESTIONS: How does the child's source of income influence personal spending habits? How is age related to the method used when sharing family income? What attitudes do parents and children have regarding the sharing of family income with children? Why?[B]

Lead students to brainstorm and list expenses they feel teenagers should pay and expenses for which parents should pay. Lead a class discussion regarding the listed expenses. KEY QUESTIONS: What expenses should be paid for by a teenager? Why? What expenses should be paid for by parents? Why? What expenses do your parents pay for? Are these expenses similar for all family members? Why or why not? Why do parents pay for these expenses? How would it help a family's overall resource management if the teenager paid for her or his own expenses?

Ask students to give examples of ways they can help with the allocation of family resources. KEY QUESTIONS: Who is responsible for the allocation of resources in the family? How does the family teach children to allocate resources? How can children help the family in managing and allocating its resources?

Have students consult selected references to determine the value of keeping systematic family financial records. Have students report their findings to the class. Define the following terms: bank deposit, checking account, savings account, safe deposit box, outstanding check, post-dated check, endorsement, FDIC, FSLIC, certified check, and cashier's check. KEY QUESTIONS: How do family financial records provide a picture of past expenditures? How can records help in estimating expenditures and income for the future? How can past financial records help in budgeting? What kinds of records of expenditures do families need to keep? Why is it important to keep family records in a safe place? What are some safe places to store family records? How can accurate family financial records help in preparing tax returns? Why is it important to know the meaning of terms associated with family financial management and allocation of resources?[B]

To help students discover their attitudes toward money management, have them complete Teaching Aid 37, Money Management Questionnaire. KEY QUESTIONS: What did you learn about yourself in regard to money management? Why is it important to be aware of your attitudes toward money management? How can you improve your money management?

Have students use resource materials to define *budget* and *budgeting*. Assign readings of selected references and/or show students an audiovisual on how to plan and prepare a budget and spending plan. KEY QUESTIONS: Is it wise to keep records of income and spending before beginning a budget? Why? What are the pros and cons of budgeting? What are fixed and flexible expenses? What are examples of fixed and flexible expenses? How does a budget work? How may a well-kept budget promote wise spending?[B]

5. Division of labor

Instruct students to list various tasks completed by family members as a result of roles assumed in the family. Have students compare their lists of tasks during a class discussion. KEY QUESTIONS: Which family members traditionally perform each task? Why have traditional roles of family members changed? What responsibilities must family members assume? How are these responsibilities related to the family roles identified? How do family responsibilities relate to resource management? How are family members and their skills financial resources?

Divide the class into groups. Have each group develop a list of duties completed in and around the home. Compile the groups' lists into one class list. Instruct each student to copy the list and put a check mark beside the duties he or she is responsible for. Have students put an X by the duties they do not perform. Assign students to perform one of the duties marked with an X for one week without telling other family members. KEY QUESTIONS: How are duties assigned in your home? What are your feelings after completing the task at home? How did your family react to your willingness to take on a new duty? Does the acceptance of duties by family members affect the family's resource management? the meeting of family needs? the maintenance of satisfactory family relationships? If so, how? Why? How does personal adjustment to responsibility relate to the maintenance of satisfactory family relationships? maintenance of family resources? How may a person achieve self-satisfaction through acceptance of responsibilities?

Have students study resource materials to discover the importance of time and energy in resource management. KEY QUESTIONS: Are time and energy resources like money? Why? Why is the wise use of time and energy important? What does "wise use" mean? What are some limitations on time? How does the wise use of time determine whether one will be able to complete tasks and have time for leisure? What are characteristics of poor time management? How does the wise use of energy prevent excessive fatigue? What is the interrelationship of time, energy and peak energy periods? What is fatigue? psychological tiredness? physiological tiredness? How can these be prevented?[B] [C]

Have a student define *work load*. Lead a class discussion regarding the work load of family members who have dual careers as homemaker and wage earner. Compare dual-role family members with those who are not employed outside the home. KEY QUESTIONS: How do they compare in management of household chores? in dividing tasks among other family members? in psychological and physiological fatigue?

B. Financial considerations in the family life cycle

Lead a class discussion regarding the financial considerations of families in each stage of the family life cycle. KEY QUESTIONS: When entering each stage of the family life cycle, what responsibilities do adults face regarding the acquisition and management of resources? How do couples in various stages of the family life cycle provide for their financial needs? At what levels of career achievement might persons in different stages of the family life cycle be? What income levels are common among families in different stages of the family life cycle? What types of housing does a family need during the life cycle stages? What are the major expenses during each stage of the family life cycle?

As an enrichment experience, invite a panel of adults who are in the beginning stage of the family life cycle to speak about financial responsibilities and decisions families in this stage make regarding financial matters. Prior to the presentation, have students prepare questions to ask members of the panel. KEY QUESTIONS: What expenses are encountered in the beginning stage of the family life cycle? How are finances budgeted in the beginning stage of the family life cycle? How do housing, food, clothing, and health care needs change during the beginning stage? What effects do these changes have on the family budget?[C]

Have students develop a questionnaire and interview families who are in the developing stage of the family life cycle. Students should identify the demands placed on family resources during the developing stage. KEY QUESTIONS: What are the most time-consuming aspects of family life during the developing stage? How are homemaking responsibilities divided among family members? Does the family have outside help assisting with homemaking tasks? What does outside help cost and how does it affect the household budget? What activities are family members involved in? How do these activities affect the budget?

Have students express their views on the financial responsibilities parents have during the launching stage by debating the following statement: "A parent's financial responsibilities end when a child reaches age eighteen." KEY QUESTIONS: Do a parent's financial responsibilities to a child end when the child reaches eighteen years of age? Why? If not, what are reasons a parent's financial responsibilities might continue past the child's eighteenth birthday? At what age should a child become financially independent from parents?

Ask students to express their views on the middle years through a class discussion on the following statement: "Middle age is the time in life when you are caught between the responsibilities to self, spouse, parents, and/or children." KEY QUESTIONS: How does the care of aging parents affect family income during the middle years? What financial demands are placed on a family's income during the middle years? What plans should families make in order to prepare for financial demands present during the middle years? How does saving money help families prepare for financial demands of the middle years?

Lead a class discussion on ways values, goals, standards, needs, wants, priorities, and resources may change during the aging years of the family life cycle. KEY QUESTIONS: How do values change during the aging years? goals? standards? needs? wants? priorities? resources? What effect do these changes have on the family budget? How do these changes affect resource management?

As an enrichment experience, invite a panel of single and married elderly people to explain their lifestyles. KEY QUESTIONS: Which living costs increase during the aging years? Which decrease? How do most aging people use their leisure time? How does the family's division of labor change during the aging years?

Have students view Teaching Aid 9, The Family Life Cycle. Lead a class discussion comparing the financial considerations of families in each stage of the family life cycle. KEY QUESTIONS: What periods in the family life cycle do you believe income will likely be the smallest? the largest? How can an awareness of the expected income and expenses of each period of the family life cycle aid a family in future planning? When should a family begin planning for other financial phases of their life cycles? Why? In what ways can knowledge of the family life cycle help families prepare for situations before they occur?

C. Relationship of community resources to family well-being

Have students list and analyze the community resources one would consider necessary when planning to move into a new community. Community resources include schools, colleges, parks, churches, shopping facilities, libraries, fire department, police department, family planning organizations, scouting organizations, welfare agencies, child care centers, and group organizations. KEY QUESTIONS: What are the purposes of the listed organizations? Why are the organizations necessary to a community? Why are the organizations considered as resources for individuals and families? Why would these resources be important to a family relocating into a community?

1. Educational resources

Have students use resource materials to define *intellectual development*. Lead students to brainstorm to identify community resources that aid family members with intellectual development. Examples include public and private schools, colleges, universities, and vocational/technical schools; learning centers with tutors; toy stores, bookstores, and computer stores; libraries; discussion/interest groups; and community education and continuing education classes. KEY QUESTIONS: Why are community resources that provide assistance with intellectual development vital to a community? How do each of the identified resources promote intellectual development?

As an enrichment experience or Student Occupational Activity, have each student research and write a report on one community resource that provides educational benefits for families and individuals. Students should interview professionals involved in the community resources studied and include the information in their reports. KEY QUESTIONS: How does the community resource help a person develop intellectually? What is the cost of receiving help from this resource? Are there less expensive methods of reaping the same benefits this resource provides?[B]

As an enrichment experience, take the class on a field trip to a local child care facility or kindergarten. Have students observe the facilities, the children's behavior, and the child caregivers' behavior. Following the field trip, have students work in groups to develop guidelines for selecting a nursery school or kindergarten. KEY QUESTIONS: What did you observe at the school? How is learning promoted at the school? What can children learn when playing? How did the child caregivers and teachers behave with the students? What guidelines would you advise a parent to use when evaluating a child care facility or kindergarten? Why?

As an enrichment experience, invite a school administrator to speak to the class. Ask the speaker to explain the school district's role as a community resource for people of all ages and the educational services offered by the district. KEY QUESTIONS: What educational programs does the district offer? For what age groups are programs offered? How are the programs funded? How can people become involved in the educational programs offered? What are the requirements for participating in the programs?

2. Physical and emotional health care

Have students look through a telephone directory or community services directory and identify organizations and agencies that provide physical and emotional health care for families and individuals. Students should list the organizations and describe the services offered, the eligibility requirements, and the fees. KEY QUESTIONS: Why are the listed organizations important to the community as a whole? What organizations or agencies provide physical and emotional health care to older people? disabled workers? veterans of war? low income families? foster children? pregnant teenagers? rape victims? persons with epidemic diseases? persons with communicable diseases? handicapped people? What organizations or agencies aid couples in family planning, prenatal and postnatal care, adoption, and parenting? What organizations or agencies help families or individuals with chemical dependency problems such as alcoholism and drug abuse?

As an enrichment experience, take students on a field trip to one of the organizations or agencies in the community that offers housing and physical care for elderly persons. Have students note facts about availability of services to elderly persons and how such services influence the well-being of families. After the field trip, lead students in a class discussion about their findings. KEY QUESTIONS: How do elderly people find out about these services? Do they find the services satisfactory? What could be done to make the services even more beneficial? How do such services influence the well-being of families?

As an enrichment experience, invite a nurse or pediatrician to speak to the class. The speaker should explain the medical needs and expenses of children and where parents may obtain health care for their children. Also ask the speaker to discuss private practice offices, medical clinics, well-baby clinics, and health departments. Allow a student to introduce the speaker. KEY QUESTIONS: What are the medical needs and expenses of childhood? Where may parents obtain health care for their children? What are the advantages and disadvantages of using each of the resources identified? What services are offered by each medical facility? What are the differences in the costs of using the medical facilities?[C]

Have students research and present oral reports about health care related organizations. Health care organizations include hospitals, nursing homes, well-baby clinics, burn centers, schools for the blind, American Cancer Society, hospice care services, American Lung Association, The Kidney Foundation, March of Dimes, Multiple Sclerosis National Society, Muscular Dystrophy Association, and the Red Cross. After students present their reports, lead a class discussion on the importance and benefits of community health services and facilities. KEY QUESTIONS: How do community health care organizations work with people to promote health and prevent disease? What health care organizations are located in your community? How can individuals and families assist community health care organizations? What health education programs do community health care organizations offer?[B] [C]

As an enrichment experience or FHA/HERO activity, invite a representative from the health department or the Department of Human Services to speak about the services the department offers. Prior to the presentation, have students prepare questions to ask the speaker. Select a student to introduce the speaker and the topic. KEY QUESTIONS: Can all citizens benefit from the services offered by the department, or must participants meet eligibility requirements? What services are offered to individuals and families by the department? How do people pay for the services? Which services are provided by the government through taxpayers' dollars? How do the services benefit the individual, the family, and the community?[C]

3. Financial resources

Instruct students to use references to develop a list of community resources that assist families seeking financial aid. Resources include banks, credit unions, financial counselors, the Department of Human Services, and family financial counselors. Lead a class discussion on the list of resources. Include in the discussion the eligibility requirements and fees of each resource listed. KEY QUESTIONS: How can community resources help families take steps to meet their financial obligations? What community resources are available to help retrain or reeducate wage earners? How do the resources identified improve the well-being of families?

As an enrichment experience, invite a banker, investment counselor, and/or loan company representatives to speak about ways financial institutions can help families and individuals meet their financial goals. In advance, have students prepare questions for the speaker. Allow a student to introduce the speaker. KEY QUESTIONS: What services are offered by each financial institution? What are the costs of the services offered? How can the financial institutions help with a family's financial goals? Under what circumstances would a family want help with financial goals? How does a family benefit from the services of a financial institution?[C]

4. Family counseling

Lead students in a class discussion to identify community resources that provide aid for families facing stressful situations. Resources include family counselors, churches, legal counselors, physicians, financial counselors, and juvenile counselors. KEY QUESTIONS: What community resources does family counseling consist of? What community resources provide premarital counseling? marital counseling? family counseling? habit/abuse counseling? How may family counseling resources vary in different communities? Which family counseling resources are available in your community?

Divide the class into small groups to research and give oral reports on community organizations that offer counseling services. Organizations include the YMCA, the YWCA, family service centers, and church groups. Have students contact the support system or service for information. In their reports, students should include information on fees and how the services may be obtained. KEY QUESTIONS: How can counseling services benefit a family? Why would a family use a counseling service? Why are counseling services considered resources for the family? What counseling services are available in the community?[B] [C]

5. Safety

Invite a law enforcement representative to speak to the class about community resources that protect families from harm. Resources include the police department, the fire department, abuse shelters, therapy programs, shelters for children, runaway shelters, hot lines, neighborhood watch programs, crime-stopper programs, safety programs, and defensive driving classes. In advance, instruct students to prepare questions to ask the speaker. Have a student introduce the speaker to the class. KEY QUESTIONS: What services do the resources discussed provide? How are the services funded? Why are the services necessary to a community? Are safety related services provided to the public for free? Why? How do safety related services benefit the public? the family? How are they a resource to the family?[C]

Instruct students to write research reports on community resources that offer safety programs or services. KEY QUESTIONS: What safety programs or services are offered in the community? What is the origin of the program or service? Why is the program or service offered? How can families become involved in safety programs? How do families benefit from participating in safety programs? What fees are charged for the use of safety related services? How successful is the program in terms of the service offered and the preventative measures taken?[B]

D. Family members' roles and responsibilities as managers and consumers
   1. Managers

Have students read resources and give descriptions of the roles and responsibilities family members have as managers. Family members include father, mother, preschool child, school-age child, teenager, and grandparent. Lead a class discussion on the management responsibilities of each role. KEY QUESTIONS: Which roles might be conflicting? Which management responsibilities might be conflicting? Are the role and responsibility descriptions more traditional or contemporary? How would the described roles and responsibilities differ in nuclear, extended, and single-parent families? How can family members fulfill another person's roles or responsibilities? How do each family member's roles and responsibilities contribute to the overall management of family resources and tasks? How do management responsibilities help to achieve family goals? What difficulties do single parents have in fulfilling management roles and responsibilities? What problems related to role expectations may occur when a grandparent joins the family?[B] [C]

Instruct students to read resource materials and identify and define the steps involved in the decision-making process. Show students Teaching Aid 38, Steps in Decision Making. Lead a class discussion on the decision-making process. KEY QUESTIONS: Why is each step important in the decision-making process? Can a rational decision be made without following a systematic decision-making process? Why? Would a poor decision result if one step in the decision-making process was skipped? Why? How does rational decision making relate to the management process? Is the decision-making process ever unnecessary in the management of resources? If so, when? (when there are no alternatives from which to choose) What decisions are made that do not require using the decision-making process? (Examples include, sleeping, eating, and attending school.)[B]

Divide the class into groups. Have each group make a list of decisions teenagers are faced with. Instruct each group to choose one item from their list and reach a decision by using the steps in the decision-making process. Have each group select a representative to explain their decision. KEY QUESTIONS: What decisions are teenagers faced with? What decision was made? What were the alternatives? What was the best alternative? Why? Did the decision reached require any adjustments? Why? How can the ability to make rational decisions be acquired? How does the ability to make rational decisions relate to a family's roles and responsibilities as managers?[C]

As an enrichment experience, invite a panel of parents to explain what children's responsibilities should be regarding the home, management of family resources, the family, and themselves. Have students make a list of the responsibilities discussed during the presentation. Lead a class discussion on the responsibilities of children. Include in the discussion household responsibilities and the sharing of family resources. KEY QUESTIONS: What are the benefits of being responsible for yourself, your family, your home, and family resources? How does a child's handling of responsibilities assist the family in resource management? What responsibilities may children have? Why are responsibilities important to a child or teenager's development?

2. Consumers

Have students use resource materials to define and explain the word *consumer*. Lead a class discussion on consumer buying. KEY QUESTIONS: What are the roles of a consumer? Are individuals consumers? Why? Are families consumers? Why? What motivates people to buy? What should a person consider before making a purchase? Why? How can a consumer shop intelligently? (Suggested methods are to determine a need or desire for the item before considering a purchase, by comparison shopping, and by avoiding impulse buying.)

Have students read various resources and write descriptions of the consumer roles of each of the following family members: father, mother, preschool child, school-age child, teenager, and grandparent. Lead a class discussion regarding different ways in which consumers of various ages influence the economy. KEY QUESTIONS: Were the consumer role descriptions more traditional or contemporary? How would consumer roles differ in nuclear, extended, and single-parent families? How do consumers influence the economy? Is the influence of consumers important to the economy? Why? What is a "wise consumer"? How do wise consumers influence the economy?[B]

Have students read resource materials and list, define, and explain types of family income. Family income includes money, goods, services, monetary income, nonmonetary income, real income (The total of financial benefits received in a given time. Includes money, the purchasing power of money, amount of income to be paid in taxes, and fringe benefits.), psychic income (satisfaction from the use of income), gross income, and net income. Lead a class discussion on ways family members can add to a family's income. KEY QUESTIONS: Why is each type of income important to the consumer? How does the family benefit when members contribute to the family's income? How can a person add to family income without actually becoming employed? (Examples include being efficient, avoiding wastefulness at home, handling household chores, making clothes, and completing household repairs rather than purchasing outside services.) How do hobbies and skills add to the family income? What profitable hobbies and skills can family members acquire that would add to the family income? (Examples include furniture repair, knitting, sewing, and car repair.)

Lead a class discussion on credit. Include terms associated with credit. Show students Teaching Aid 39, Credit: Is It Worth It? KEY QUESTIONS: What is credit? How does credit help people achieve goals? How is credit related to resource management? Is it wise for an individual to make credit purchases? Why? Why are good credit records important? How can a credit record help or hinder a person trying to obtain a loan? Why is credit considered a type of loan? What are advantages of making credit purchases? Why? What are disadvantages of making credit purchases? Why?

Have students study credit contracts and define unfamiliar terms. Instruct volunteers to interpret the contracts for the class. Lead a class discussion on interpreting credit contracts. KEY QUESTIONS: What obligations are stated in the contract regarding the borrower? What obligations does the organization issuing credit have? In each contract, what results when the borrower does not meet his or her obligation? What consumer responsbilities must be fulfilled by a person who uses credit to purchase goods and services?[C]

As an enrichment experience or FHA/HERO activity, invite a resource person to speak to students about the qualifications needed to obtain credit, the process of obtaining credit, the types and sources of credit, the cost of credit, and the dangers of credit. Resource people include a bank official, accountant, credit union representative, and lawyer. In advance, instruct students to prepare questions to ask the speaker. Have a student introduce the speaker and the topic. KEY QUESTIONS: What results when a person is denied credit? What is collateral? How does collateral affect a person's ability to secure credit? How does a person's character and reputation influence her or his credit rating? How are credit records maintained? What results when a person fails to fulfill a credit agreement? What are the effects of a bad credit rating? What does credit cost? Why? What factors determine the cost of credit? What are the dangers of having credit?[C]

Have students read recent pamphlets, periodicals, and newspapers and write reports on federal and state laws regulating the consumer credit business. Report topics include the truth-in-lending law, cooling off periods, and consumer hot line assistance. Have students present their reports to the class. KEY QUESTIONS: What is the truth-in-lending law? How does the truth-in-lending law protect consumers and lenders? What laws regulate the consumer credit business? How do federal and state laws regulating the consumer credit business provide consumer protection? Why are laws regulating the consumer credit business important? What happens when laws regulating the consumer credit business are violated? What other laws have been passed to protect consumers?[B]

E. Relationship of leisure time to quality family life

Have students read resource materials and define *leisure, leisure time*, and *leisure activities*. Have volunteers share their definitions with the class. KEY QUESTIONS: Are leisure activities important for personal health and well-being? Why? for family relationships? Why? How do the leisure activities of family members influence the quality of overall family life? How important is it for a family to participate in some leisure activities as a family unit? How important is it for individual family members to enjoy personal leisure interests by themselves or with friends?[B]

Lead a class discussion identifying inexpensive leisure activities that can be enjoyed by family members of all ages. KEY QUESTIONS: Can all family members participate in the activity named? What family members may be unable to participate? Why? What does the activity cost? Can most families afford to participate in the activity? Could low-income families afford to participate in the activity? What skills does the activity require? Does the activity require developed skills? Can a handicapped family member participate in the activity? Does the activity help foster family relationships? If so, how?

Instruct each student to prepare a written report on a leisure activity available to individuals and families in the community. Have students interview resource people and include the information in their reports. Resource persons include a coach, a local recreation official, a hobby enthusiast, a physical education teacher, and an activity director. Instruct volunteers to share their reports with the class. KEY QUESTIONS: Does the activity require developed skills? Can anyone participate in the activity? How can one learn the activity? Where is the activity offered in the community? Is training for the activity offered? If so, where? What is the cost of the activity? How does the activity benefit an individual? the family? Can the activity be pursued for profit? If so, how? Does the activity foster improved human or family relationships? If so, how?[B] [C]

Lead a class discussion concerning ways values, goals, standards, needs, wants, and priorities determine a family's use of leisure time. KEY QUESTIONS: How might choice of leisure activities contribute to family harmony? Can poor use of leisure time contribute to disharmony among family members? If so, how? Can leisure activities contribute to positive family relations? If so, how?

Have students list social activities and organizations that their families enjoy participating in. Instruct a volunteer to compile the list on the chalkboard. Lead a class discussion on the importance of a social life. KEY QUESTIONS: How do the activities listed allow the family to relate to the community? How may the activities listed improve family relations? How can personal needs be met through participation in activities? How can activities help in making or fostering friendships? What would family life without a social life be like? How does a social life affect a person's attitudes? Why is a social life important for human development and maintenance of self-esteem?

Lead students to brainstorm and develop a list of community resources that offer recreational and leisure activities. Community resources include clubs and organizations, swimming pools, bowling alleys, country clubs, golf courses, miniature golf courses, parks, skating rinks, theaters, museums, tourist attractions, amusement parks, historical sites, and recreational sports areas. As an enrichment experience or FHA/HERO activity, invite representatives from some of the community resources listed to speak about what their organizations offer to families and individuals. Ask the speakers to include the benefits, the costs, and other related information. Have students prepare questions to ask the speakers. Instruct volunteers to introduce the speakers. KEY QUESTIONS: What leisure activities do the listed community resources offer? How do family members benefit from participating in leisure activities together? How often should families plan to participate in leisure activities? What is the community's responsibility in maintaining recreational areas for its citizens?[C]

F. Interrelationship of the family institution and economic development

Provide a definition of *economic development* for the class. Lead students to brainstorm and identify ways family needs, wants, and resulting expenditures influence the economy of the community, the state, and the nation. KEY QUESTIONS: How do a family's needs and wants influence their expenditures? How does the purchase of goods and services by families influence the economy? How does the economy of a community, state, and nation affect the well-being of families?

Lead a class discussion regarding the influence families have on the economic development of a community through provision of employees for businesses and organizations. Have students create a class list of organizations and businesses in the community that employ citizens of the community. Emphasize the interrelationship of employees, employers, and the community in creating economic well-being. KEY QUESTIONS: How do organizations and businesses recruit employees to move to a community? In what ways do families who move to a community for employment affect the community's economic development? (Examples include purchasing homes, purchasing goods and services, attending schools, and participating in community activities.) Who employs parents of students in the class? How does the well-being of families influence the success of family members in employment situations? How does the employment of teenagers in entry-level jobs in the community influence economic development?

Assign students to write papers analyzing the interrelationship of employment and home life in a given situation. Develop situations for students to explore. KEY QUESTIONS: What is the interrelationship of home life and employment in the described situation? Why does the interrelationship exist? What effect does the interrelationship have on family relationships, family cohesiveness, and the family's lifestyle?[B]

As an enrichment experience or Student Occupational Activity, have students prepare questionnaires or interview community members to identify the effects of employment on the individual and family and the effects of family life on employment. Have students survey a variety of people in the community and tally the results. Lead a class discussion on the findings. KEY QUESTIONS: How does choice of an occupation affect the family? Are the effects negative or positive? Why? How do family problems influence a person's success at work? CRITICAL QUESTION: What resulting impact does the economy experience because of the relationship between family life and employment?

Invite a representative from the local chamber of commerce or another civic leader to speak to the class on the status of the economy in the local community and factors influencing the economy. Have students prepare questions for the speaker related to the economy and how families influence and are influenced by the economy. KEY QUESTIONS: What is the present status of the local economy? What factors have the greatest effect on the local economy? How does a good or poor economy affect the well-being of families in the community? How do family members play a role in influencing the local, state, and national economy? How does the employment rate affect the well-being of families? How are businesses, industries, and other employers attracted to a community to provide jobs for citizens? Why should a family investigate the economy of a community before choosing it as a place of residence?

TAC 75.83
INDIVIDUAL AND FAMILY LIVING
UNIT V

COMPETENCY: (c.5) *Concepts and skills related to parenting.*

SUB-COMPETENCIES:

(A) *Analyze factors affecting the decision to parent.*

(B) *Determine components of responsible parenthood.*

(C) *Discuss distribution of parenting roles.*

CONCEPTS

V. Parenting
  A. Factors affecting the decision to parent
    1. Self-acceptance

LEARNING EVALUATION AND EXPERIENCES

NOTE: Unit V should be considered for teaching after Unit III and before Unit IV.

Show students Teaching Aid 40, Influences on Self-Esteem. Lead a class discussion on the meaning, development, and importance of self-esteem. KEY QUESTIONS: What factors encourage self-esteem? How and why do these factors encourage self-esteem? What factors do not enhance development of self-esteem? Why? Why is it important for parents to possess self-esteem?

Divide the class into groups to read resource materials on self-concept and to study information on Teaching Aid 41, A Positive Self-Concept. Complete Teaching Aid 42, Self-Concept Questionnaire. KEY QUESTIONS: What is a positive self-concept? How does a person's self-concept affect his or her self-acceptance? How does a person's self-concept influence his or her ability to parent?[B] [C]

Lead a class discussion regarding the influence of self-acceptance on being a good and responsible parent. KEY QUESTIONS: What kind of parent will a person be if he or she has a poor self-concept? if the person cannot imagine being a good parent? Why is it important to accept yourself and recognize your strengths and weaknesses before becoming a parent?[C]

As an enrichment experience, have each student interview a person whom he or she admires in order to gather information on qualities related to parenting. Have students ask about the person's beliefs regarding the importance of self-acceptance to parenting. Students may report findings orally in class or in a written summary with an oral report to follow. KEY QUESTIONS: What parenting qualities does the person have? Why do you admire this

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

person for his or her parenting qualities? Why is it important for a parent to have these qualities? Why is it important to develop self-acceptance before becoming a parent?[B]

Lead a class discussion on how parents' and teachers' abilities to accept themselves can enhance a child's feelings of belonging, worth, and competence. KEY QUESTIONS: How would a parent's self-acceptance or self-concept influence a child's emotional development? How could a parent's self-concept influence the development of his or her child's self-concept?

2. Personal motivations and attitudes

Have each student draw a circle approximately six inches in diameter and divide the circle into three equal parts. In each part of the circle, the student should write words and phrases that describe the following parenting concerns:

1) "The kind of parent I would be today"
2) "The kind of parents my friends would be today"
3) "The kind of person I want to be as a parent"

KEY QUESTIONS: In what ways do most teenagers need to mature and grow before becoming parents? How can this maturation and growth take place? (Examples include by waiting to become a parent, by getting an education and gaining job skills, and by maturing enough to know what you want in life before having a child.) What are the most positive parenting attributes described in the exercise? Why would these characteristics have a positive effect on children and parents? How could a person work to combine positive attributes for use in parenting?

Direct each student to complete one of the following statements: "I want children because..." or "I do not want children because...." Divide the class into groups based on which statement was chosen by students. Assign each group to list reasons for or against having children. Allow group leaders to participate in a debate on the pros and cons of having children. KEY QUESTIONS: Are these good reasons for or against having children? What factors should a person or couple consider before deciding whether or not to have children? Why?[C] [B]

Have students read resource materials about attitudes toward children, write reports, and make oral presentations on the articles read. KEY QUESTIONS: What incidents were reported in the articles involving adults' attitudes toward children? What issues were emphasized? What points about these issues were made in the articles? What were your feelings and opinions concerning the articles? Why?[B]

Lead a class discussion regarding the information on Teaching Aid 43, For All the Wrong Reasons. KEY QUESTIONS: Why is each reason listed considered a wrong reason for having children? If a person based a decision on one of the reasons listed, what negative consequences might result? What are the right reasons for having children? Why? How could parents' reasons for having a child influence long-term happiness of the family and child?

Have students complete the questionnaire on Teaching Aid 44, Is Parenting for Me?, to analyze feelings about the desirability of becoming a parent. Collect and save papers so students can privately compare their responses regarding attitudes toward parenting.[B]

Using resource materials, have students identify reasons adults might consider adopting a child and the advantages and disadvantages of adoption. Examples of reasons for adopting might include desire to have and rear a child, desire to have children without pregnancy and childbirth, desire to give a child a home and family, and being biologically unable to bear children. KEY QUESTIONS: How ready are most prospective adoptive parents for parenting? Why? What legal requirements, tests, and processes are required when adopting a child?[B]

Invite a panel of speakers to address the topic of adoption. Include in the panel a parent of an adopted child, a teen or adult who was adopted, and a person who has an adopted sibling. Have a student introduce panel members and the topic of discussion. KEY QUESTIONS: What were the adoptive parents' or families' motives for adopting children? How do these motives relate to successful parenthood? How has adoption affected the lives of panel members? What procedures must be followed by families when adopting children? When should an adopted child be told about his or her natural parents? What should the adopted child be told about his or her natural parents? How does information about natural parents affect the adoptive parent/child relationship? Why?[C]

3. Maturity and readiness

Have students read resource materials about parenting to gain an understanding of the preparation necessary for successful parenting and qualities needed by parents. KEY QUESTIONS: What role does each of the following play in successful parenting: physical health, mental health, emotional stability, and financial stability? What is successful parenting? What qualities for successful parenting were identified? How important is each quality to successful parenting? Why is preparation necessary for successful parenting? What happens if a person is not prepared for parenthood and has no parenting skills or few parenting skills?[B]

Assign students to study indicators of readiness for parenting by observing parents with their children in various situations. Make notes on which parents assume responsibilities such as feeding, holding, talking to, and disciplining. Ask students to discuss their observations with classmates as an enrichment experience. KEY QUESTIONS: What differences were noted in the way older and younger parents perform parenting responsibilities? Why do you think these differences exist? Does the number of children in the family influence parenting behaviors? Why? What other observations did you make?[B]

4. Marital/family considerations

Have students read resource materials about the effects of parenthood on young married couples. Have students prepare written reports on the couples' problems in making emotional adjustments to parenthood. KEY QUESTIONS: What experiences caused the couples to become aware of each adjustment they would have to make? How did the couples react at first? How were adjustments made? How did the decision to parent affect the family? How did the required adjustments affect the family? Do most families experience these emotional adjustments as a result of parenthood? Why?[B]

Have students offer examples to illustrate how maturity, marital happiness, desire for children, and knowledge of prenatal development influence emotional preparation for parenthood. KEY QUESTIONS: Why does each of these factors affect readiness and preparation for parenthood? If aspects of each of these important factors were ignored, what might result? Why?

Lead a class discussion about the implications of adding a child to a family. Ask students to identify needs of a new infant that require adjustments in family routines and result in additional tasks for family members. Give examples of changes that may occur in roles and schedules of family members with the addition of a new child. KEY QUESTIONS: How do family routines change as children are added to a family? What new skills may be needed by family members? How does having additional family members affect other aspects of the family's lifestyle? (Consider resources such as time, energy, and money.) How can the family manage such adjustments with a minimum amount of stress and difficulty?

Lead a class discussion about adjustments a mother, father, and sibling must make when a new baby is added to the family. KEY QUESTIONS: Why are adjustments necessary? How can the family manage to make the necessary changes and adjustments as easily as possible?

Have students role play to show the influence of maturity, marital happiness, desire for children, and knowledge of prenatal development on the emotional stability of a pregnant woman. KEY QUESTIONS: If a problem exists related to one of these factors, how likely is it that the woman will remain emotionally stable? Why? How would such problems affect the woman's view of pregnancy? How might the father's emotional state be affected by having a problem with one of the factors discussed? How does the interrelationship of the factors listed affect a person's preparation for becoming a father? Why?

Have students analyze situations such as the following to determine reasons that some couples may not be ready for parenthood:

1) Barbie and Ken let their parents make their decisions.
2) Ana and José have little knowledge of household management.
3) Lee and Chin are both self-centered.
4) Jim has a jealous and possessive attitude toward Helen.

Have students explain what they think might happen if these couples made the decision to have children. KEY QUESTIONS: Is each couple ready for the demands and responsibilities involved in parenting? Why? What negative consequences might result if these couples decided to have children? Why? What advice would you give each of the couples regarding their parenting decisions? Why?

As an enrichment experience, have students interview new parents to discover the effects of parenting on their relationships. Each student should report findings to the class without revealing the couple's identity. Lead a class discussion to compare and assess students' findings. Possible questions for students to ask during interviews include the following:

1) What adjustments must be made before and after the birth of a baby?
2) How adequately had you planned for your baby?
3) Were you emotionally ready for parenthood?
4) Did you anticipate all of your needs and the baby's needs?
5) Did the baby change the way you and your spouse felt about each other?
6) How were you able to give the baby loving care without sacrificing the attention you gave each other?

KEY QUESTIONS: What pressures can influence a married couple to become parents before they are ready? Does having a child always bring couples closer in their marital relationship? Why? What should parents do as an attempt to minimize the strain on their relationship after a baby is born?[B]

Divide the class into groups with each group taking one situation from Teaching Aid 45, Case Situations: Parenting Decisions. Have each group answer discussion questions, report on their situation, and share answers with the class. A group leader and reporter may be chosen for each group.[C]

Lead students to brainstorm for ways people can prepare for stepparenting in order to develop positive relationships between stepparents and stepchildren. KEY QUESTIONS: How would the alternatives identified help promote positive relationships between stepparents and stepchildren? How well would the suggested methods work in different family situations? What variations might work? How would these methods foster improved communication? a desire to get along and love? Why is it important to develop good relationships between stepparents, stepchildren, and natural parents/spouses?

As an enrichment experience, have students interview a stepparent about adjustments involved in becoming a stepparent and the family's adjustments to having a new spouse/parent. Have students report their findings in writing. Lead a class discussion on students' findings. KEY QUESTIONS: Was the stepparent experienced in parenting skills before becoming a stepparent? How did the stepparent, stepchildren, and natural parent/spouse relate to each other during their adjustments? What adjustments were made in each situation? How difficult were the adjustments? What were the end results (problems and positive or negative relationships)?[B]

Show an audiovisual, lead a class discussion, or have students interview adoptive and/or foster parents on the topic of decisions and adjustments married couples should make while considering adoption or becoming a foster parent. KEY QUESTIONS: What effects would adoption or foster parenting have on the couple's lifestyle? relationship? other goals? feelings about parenting? family life? What adjustments and decisions would have to be made due to these effects? Why?

5. Psychological considerations

Have students read resource materials on parenting to identify the emotional or psychological qualities needed by parents. KEY QUESTIONS: Why are emotional stability and good mental health necessary for parenthood? What are three qualities related to emotional stability and mental health that a good parent should possess? How do these qualities help a person with parenting responsibilities?[B]

Have students read resource materials or view audiovisuals on the psychological aspects of pregnancy. Lead a class discussion on psychological adjustments the father, mother, and siblings may have to make during the mother's pregnancy. KEY QUESTIONS: What adjustments may children in the family have to make during the mother's pregnancy? What adjustments may the father have to make during the wife's pregnancy? What adjustments might the mother have to make? How can the family make adjustments with minimum problems?[B]

Have students research the importance of good mental health and emotional stability in preparing for parenthood. Have students present a summary of their findings to the class. KEY QUESTIONS: Why are good mental health and emotional stability during a woman's pregnancy important in preparation for parenting? How could lack of good mental health or emotional stability during pregnancy result in negative consequences? What types of problems might cause a woman to experience poor mental health or emotional instability during pregnancy? (An example includes being depressed about a problem.)[B]

As an enrichment experience, have students interview young parents to discover the emotional adjustments made before and after the birth of a baby. Have students summarize findings orally and in writing. KEY QUESTIONS: How did the parents discover the need to make emotional adjustments? What adjustments were made? Were there any areas in which adjustments could not be made? If so, which areas? How did adjustment or lack of adjustment ultimately influence each situation?[B]

6. Financial considerations

Lead a class discussion on how having a baby or starting a family can affect a couple's career goals. CRITICAL QUESTIONS: If a dual-career couple was very involved in professional careers, how might their goals and ambitions be affected by parenthood? What decisions must dual-career couples make regarding parenthood? What adjustments would be required if a dual-career couple chose to be parents? What is the ideal situation regarding parenthood for dual-career couples? Why?

Have students view Teaching Aid 46, Costs to Consider in Planning for Baby, and list examples of expenses parents incur in caring for a child. Remind students to consider the possibility of the wife's loss of income. Use current resource materials to provide examples of expenses. KEY QUESTIONS: Is each of the listed expenses necessary? Why? How can parents control expenses? How can parents meet their expenses when one parent's income is lost?

Have students read resource materials that estimate the cost of having a child and the cost of rearing a child. Lead a class discussion on costs involved in parenting. KEY QUESTIONS: What unexpected expenses may occur in childbirth? in child rearing? What expenses were included in estimating the cost of child rearing? Does the cost of rearing a child vary according to the income of the parent? Why? How can some expenses be minimized?[B]

Have students compile a list of financial decisions to be made and plans to be developed before a baby is born, after a baby is born, and while the child grows to adulthood. KEY QUESTION: How do the family's values, goals, and standards affect financial planning? (Remind students to consider infant needs such as layette, space, medical costs, household help, and child care.)

As an enrichment experience or Student Occupational Activity, have students interview parents and use resource materials to learn medical costs involved in giving birth to a child. In a written report, have students include how much the parents spent on medical expenses, doctors' or clinics' fees, hospital fees, and additional medical expenses incurred (such as lab work or prescription drugs). Have students include a list of services that were provided by physicians, clinics, and hospitals. During a class discussion, allow students to share findings. KEY QUESTIONS: Were part or all of these expenses covered by insurance? How was spending adjusted to meet the costs of having a child? What other ways could parents use to pay the costs of having a child? How did costs vary among physicians, clinics, and hospitals? Why do such variations exist?[B]

As an enrichment activity, secure a panel of parents, grandparents, and people of various ages to represent different stages of the family life cycle. Ask members of the panel to speak about child care expenses during different life cycle stages. KEY QUESTIONS: What are some examples of child care expenses incurred during different life cycle stages? What child care expenses are the greatest during the beginning stage? the expanding stages? the developing stages? the launching stage? the aging years? Does the amount of expense seem to lessen as a child gets older and has more responsibility? Why? What tips should be given to new parents about planning for child care expenses?

Have students explore how the financial costs of having a child might be affected by various occupational benefits such as maternity leave, paternity leave, and group health insurance. Lead a class discussion regarding the different methods of paying for maternity care. Students may discuss the topic with parents to learn their families' employee benefits regarding medical care. KEY QUESTIONS: What benefits are offered by various employee benefit programs? Why do some programs include some specific benefits while others do not? How does the addition of a new child affect the employee's medical benefits? Does group medical insurance cover all or part of the expense of childbirth? If not, what is covered? How can an adopted child be given insurance coverage?

Divide the class into groups. Have each group create a budget plan for the coming year for a young couple expecting their first child based on beginning salaries for jobs the couple might have.

Assign each group a family situation at a different income level from other groups to realistically depict aspirations of young people in the community. Budget plans should include such expenses as furniture, food, supplies, clothing, and medical expenses to meet a child's needs. Have students compare budgets. KEY QUESTIONS: How do the budgets differ? For what needs do the budgets provide? Why? What do the budgets not include? Why? What level of income does the couple have? What goods and services can the couple afford? Does the budget include money set aside for emergencies? Does the plan include regular savings? Is the budget realistic? Why? What effects do a family's values, goals, and standards have on financial planning?[B]

As a Student Occupational Activity, have students work in small groups to investigate one or more of the following child care expenses:

1) Diaper service, disposable diapers, and cloth diapers
2) Strained foods and puréed foods
3) Home-prepared infant formula, commercially prepared infant formula, and breast feeding
4) Homemade infant wear and clothes purchased in stores

Have students compare the differences in cost and quality of the items investigated and share their findings in class. KEY QUESTIONS: What are the differences in and similarities between the items? What differences are there in costs, convenience, and availability? Do the conveniences outweigh the extra cost for some items? Based on students' reports, what are some ways parents can save on the cost of child care? Is each of the savings practical? If so, why?

As an enrichment experience, have students contact a local child care facility or individuals who offer child care services in order to gather the following information:

1) The estimated cost of child care for one year at the facility
2) Services offered
3) Hours child care is available
4) Activities in which children participate

Have students compare their findings during a class discussion regarding reasons the costs of different child care facilities may vary. KEY QUESTIONS: How do the child care facilities and individual child caregivers compare in cost, services, quality of care, availability, meals offered, and rapport with children and parents? What might cause these differences to exist? What are the advantages and disadvantages of each type of child care service?[B]

As an enrichment experience, invite a panel of parents to describe times they have needed child care services, the alternatives they considered, their choices, the reasons for their choices, and the cost of child care. For the panel, invite people who use different types of child care services such as the following:

1) A person who occasionally employs a child caregiver
2) A person whose relatives serve as child caregivers
3) A person who trades child care services with friends
4) A person who uses a family day home or group day home
5) A person who uses a child care center
6) A person who employs a person to provide child care in the home

This could be an FHA/HERO activity with students introducing panel members and acting as moderators. KEY QUESTIONS: How do the costs of different forms of child care vary? What are the advantages and disadvantages of each type of child care? Why might one select a particular type of care over another for children of certain ages? Why are some people more comfortable with one type of care than another?[C]

As an enrichment experience, have a school nurse or other resource person speak on medical expenses during childhood such as immunizations, prescription drugs, and visits to a physician. Have students introduce the speaker and subject. This could be an FHA/HERO project. KEY QUESTIONS: What are the costs for each of these medical expenses? Why is each expense necessary? How often should children see a physician? Where can medical services be obtained? (Examples include county or city health clinics, private physicians' offices, and public clinics.) How do the costs vary among the sources of medical services available?

As an enrichment experience, have students analyze medical expenses that occur unexpectedly during childhood. Examples include broken bones, sudden illnesses, and injuries from accidents. Students may research the cost of a specific injury to gather information on medical expenses. Lead students in a class discussion on their findings. KEY QUESTIONS: How can these medical costs be covered without placing a heavy financial burden on the family? What are the advantages and disadvantages of each method of paying for medical expenses? What resources are available to help families with medical costs? What policies and regulations exist for each of the resources? Do most insurance policies cover these illnesses or accidents? How much would the family have to pay if insurance covers part of the cost? How can a family pay for medical expenses without insurance?

As an enrichment experience, have an insurance agency representative speak on the policies available for coverage of medical expenses incurred for pregnancy, childbirth, and medical care for a child. KEY QUESTIONS: What is the average price range for medical insurance coverage? Why should people have medical coverage? How much comparative shopping should one do to find the best medical insurance for a family situation? What are some terms people should learn in order to understand insurance policies, coverage, and differences?

As an enrichment experience or Student Occupational Activity, have students investigate and report on community social services available in the area that provide medical or financial assistance or that reduce medical expenses for families with children. Have students describe how to obtain these services, the costs of the services, and eligibility requirements. KEY QUESTIONS: What social services are available that provide medical assistance to families with children? What financial assistance is available to families with children? What eligibility requirements are involved in securing assistance from the identified resources? How can families learn more about available resources?[B]

7. Hereditary considerations

Have students review a chart illustrating dominant and recessive genes in humans. Lead a class discussion on which physical traits are determined by genes including eye color, skin color, bone structure, and other traits. KEY QUESTIONS: What color eyes, skin, and hair do you have? What color eyes, skin, and hair do your parents have? How are genetic traits transferred from parents to children? What is your bone structure? your parents' bone structures? Is your bone structure similar to the bone structures of your parents?

Show students an audiovisual on the influence of genetics on physical, mental, and behavioral traits of children. List main points for students to note and questions for students to answer before showing the audiovisual. KEY QUESTIONS: How are genetic traits passed to children from parents? How do genetics influence the development of a child before and after birth? What are examples of genetically caused birth defects? How might people with birth defects adapt in order to live a normal life? Why is it important to learn about the genetic background of both partners before bearing children?

Have students read resource materials about the Rh factor in blood and how complications in pregnancy can occur if a father has Rh positive blood and the mother has Rh negative blood. Lead a class discussion on the Rh factor. KEY QUESTIONS: What is the Rh factor in blood? Why is the Rh factor an important consideration when deciding to have a child? What might result if an Rh negative woman and Rh positive man have children? Why is it important to know your Rh factor and its influence on childbearing before pregnancy begins? What advances have been made in medical technology that allow physicians to deal with the Rh problem? How might gaining information on the Rh factor before pregnancy influence a couple's parenting decisions?[B]

Have students read resource materials and report on hereditary considerations that may influence a couple's decision to have a child. Have students share their findings in class. During the class discussion, emphasize the importance of knowing about hereditary problems that can cause birth defects. KEY QUESTIONS: What hereditary considerations were chosen for the reports? Why? Why do some hereditary conditions cause birth defects? What medical treatment is available to prevent birth defects or aid persons with hereditary problems? How could information regarding heredity affect a couple's choice to have children?[B]

As an enrichment experience, invite a March of Dimes representative to speak about birth defects, especially those caused by hereditary or genetic problems, chemical abuse, and maternal health. Have a student introduce the speaker and subject. This could be an FHA/HERO project. KEY QUESTIONS: What information is available from the March of Dimes about birth defects, genetics, and hereditary problems to help couples make parenting decisions or become more informed about pregnancy and possible related problems? What kinds of research is the March of Dimes conducting presently? How does research conducted by the March of Dimes help future parents? How did the March of Dimes originate?[C]

Have students read resource materials about hereditary problems that cause birth defects and share their findings with the class. KEY QUESTIONS: On which hereditary problem are you reporting and why did you choose the topic? What causes the hereditary problems? Why do some hereditary conditions cause birth defects? Is any form of medical treatment available that prevents or helps with such problems? How do people with birth defects deal with related problems? Are the birth defects that result from the identified problem serious or minor? Why?[B]

Lead a class discussion about the following situation: Sylvia and Juan are engaged to be married. Juan has known for several years that he may pass on a genetic defect but has not told Sylvia. KEY QUESTIONS: Should Juan tell Sylvia about the genetic defect before their marriage? Should Juan have told Sylvia about the defect before the engagement? Why?

Have students read references on genetic counseling and describe the importance of genetic counseling during a class discussion. KEY QUESTIONS: What is genetic counseling? How does genetic counseling help married couples in decision making? How can counseling aid couples who plan to marry? What are the main purposes of genetic counseling? What effect might the realization of possible genetic defects have on a couple planning to marry? What are alternatives for a couple who learn of a genetic defect?[B]

B. Components of responsible parenthood
   1. Characteristics of caring parents

Have students read resource materials on parenting to identify qualities and characteristics needed by caring parents. Lead a class discussion on desirable qualities needed by parents for rearing and working with children. KEY QUESTIONS: Why is each quality considered desirable? Why do parents need these qualities when working with and rearing children? Is an adult not capable of parenting if he or she does not have the qualities identified? Why? Must a parent have all of the desirable qualities identified in order to be a good parent?[B]

As an enrichment experience, invite a representative from the Department of Human Services or from an adoption agency to speak about the requirements and evaluation process people experience to become foster parents or adoptive parents. KEY QUESTIONS: What does the Department of Human Services require of prospective foster parents? Why? What do most adoption agencies require of adoptive parents? Why? What are the positive characteristics of most foster parents? How similar are these positive qualities to the characteristics desired for caring parents?

Have students describe their ideas of the characteristics and behaviors of successful parents. Lead a class discussion regarding the students' opinions of qualities that successful teachers possess. KEY QUESTIONS: Why do you believe successful parents have the characteristics and behaviors the class identified? Why do successful teachers possess the qualities the class identified? What similarities are there between the responsibilities that parents and teachers possess in relation to caring for children? Are parents also teachers to their children? If so, how should parents prepare to carry out the role of being teachers to their children? Are parents or school teachers the primary (first) caregivers to children?

Lead a class discussion about how parental actions can influence the behavior of their children. CRITICAL QUESTIONS: How important is discipline (guidance)? What does discipline teach children? How do parents serve as role models for their children? How can a parent's behavior influence the behavior a child learns? How can parents have a positive influence on a child's learned behavior?

Have students read resource materials on the meaning, importance, and methods of effective discipline and guidance. CRITICAL QUESTIONS: What does discipline mean in regard to parenting children? What does guidance mean? What are some methods and guidelines parents should follow for effective disciplining and guidance? Why is it important for parents to follow these methods and guidelines?[B]

Assign students to interview parents about the personal needs parents have and how parents' needs may be met through various support systems. Have students write a brief report of their findings and discuss findings in class. KEY QUESTIONS: What are examples of needs parents may possess? Why is it helpful for parents to meet with other parents of similar-aged children? Why do parents need support systems? What are some example support systems that might be helpful to parents?[B]

Have students define *responsibilities*. After reading resource materials, have students list ways parents can instill a sense of responsibility in children. Lead a class discussion about each method identified and how children learn responsibility. KEY QUESTIONS: What can parents do to encourage children to develop responsibility? Why is it important to begin teaching responsibility early in a child's life? When should parents begin teaching responsibility and delegating responsibilities to children?[B]

Lead a class discussion about how characteristics displayed by parents such as nurturing, trusting, guidance, and encouragement of independence influence the success of parenting. KEY QUESTIONS: How does a parent's display of nurturing qualities affect his or her success at parenting? How does a parent's display of trust affect parenting success? How do a parent's guidance skills influence his or her success at parenting? How does a parent's encouragement of independence in children affect parenting success? How can a parent develop successful parenting skills as a child grows and learns? How do skills possessed by parents affect a child's resulting behavior?

2. Knowledge of child development

Have students survey and list local educational programs which may teach child development, aid in the preparation for parenthood, or help with parenting problems. Have students outline the service or preparation offered by each source. KEY QUESTIONS: How do the identified programs help parents? What programs are offered for special parenting needs (such as for parents of handicapped children and children with health problems)?

Have students share examples of ways family members, friends, and relatives may contribute to a child's total development. KEY QUESTIONS: How may friends and relatives influence a child's development? How can a parent's or caregiver's knowledge of child development influence a child's development?

Have students read resource materials about how children develop socially, emotionally, physically, and intellectually. Lead a class discussion about the readings. KEY QUESTIONS: How do children develop socially from birth through their teen years? How do children develop emotionally? physically? intellectually? How do early developmental experiences influence later development? What experiences have you had with children of various ages? Through these experiences, what evidences of different stages of development did children exhibit? How does knowledge of child development help a person relate to children by understanding their actions and thought processes?[B]

3. Treatment of children

As an enrichment experience, have students view an audiovisual on child abuse and neglect. Lead a class discussion about points noted in the audiovisual. KEY QUESTIONS: According to the audiovisual, what is child abuse? What is neglect? What are the various forms of abuse? What causes of abuse were identified in the audiovisual? How does child abuse affect a person throughout his or her life? What family problems can lead to child abuse or neglect? What causes parents or caregivers to be abusive? How can abusive people be helped? How can adults learn to avoid abusive behavior?

As an enrichment experience, invite a representative from the Department of Human Services to speak about child abuse. Have a student introduce the speaker and topic. Have students prepare questions prior to the speaker's arrival. This may be an FHA/HERO project. KEY QUESTIONS: What are the causes of child abuse? What are some ways to help children and parents in child abuse situations? What are citizens' responsibilities if they suspect child abuse in a situation? Why should people get involved in child abuse prevention? What is the role of the Department of Human Services regarding child abuse situations? What action does the police or sheriff's department take in response to child abuse reports?[C]

Have students read resource materials to determine how a child might be affected by the following:

1) Being wanted by parents
2) Being unwanted by parents
3) Being given tender and loving care by adults

Have students write their findings regarding each situation. Lead a class discussion on the findings. KEY QUESTIONS: How would each of these situations affect a child's development, self-concept, and self-confidence? What can parents do to enhance a child's development, self-concept, and self-confidence?[B]

Lead a class discussion about various forms of inappropriate parenting behavior based on characteristics of caring parents and behaviors of successful parents. Include the following inappropriate parenting behaviors:

1) Practicing inconsistent discipline and guidance methods

2) Neglecting to encourage a child's development
3) Being poor role models for children
4) Neglecting to give a child enough attention to meet the child's needs
5) Confusing a child consistently in both subtle and obvious ways
6) Failing to seek medical assistance when needed

KEY QUESTIONS: How might each of these parental behaviors affect a child? How can the behaviors affect a child's learning process? Why do such parenting behaviors have negative effects on a child?

C. Distribution of parenting roles
   1. Involvement of both parents

Have students read resource materials about the importance of both partners' involvement in parenting. Have students share the findings in class. KEY QUESTIONS: Why is it important for both parents to be involved in all aspects of parenting? If a parent has little time for parenting, how is the parent/child relationship affected?[B]

As an enrichment experience, have students conduct a survey on who performs various parenting tasks. Have students interview a selected number of parents to learn if the mother, father, or both parents is/are responsible for the following responsibilities of parenting:

1) Discipline and guidance of children
2) Attending events at school
3) Helping children with homework
4) Participating in parent/teacher conferences at school
5) Deciding on the amount and distributing allowances
6) Teaching children sports
7) Taking children to a physician
8) Cleaning house
9) Shopping for children's clothes
10) Staying home when children are sick
11) Preparing meals
12) Bathing young children

Have students compile all survey responses and develop a report showing the percentages of mothers, fathers, and both parents who are believed to be responsible for the parenting tasks listed above. Have students share survey results with the class.[B]

   2. Establishing equality of parenting roles

Have students read reference materials that provide information concerning the roles and responsibilities both parents have in child rearing. Using information from the reference materials, outline the tasks and responsibilities of parents in child rearing. KEY QUESTIONS: Which tasks and responsibilities represent the father's job? mother's job? How does identifying specific jobs for fathers and mothers indicate traditional beliefs about parenting roles? Can both parents perform the same tasks? What changes have occurred to adjust traditional beliefs about child rearing? How can such changes be beneficial to children?[B]

Divide the class into teams to debate the following statement: "If it takes two parents to produce a child, both parents are equally responsible for the care of the child." Summarize the major points presented by both teams following the debate. KEY QUESTION: How has the information presented during the debate influenced your opinions, thoughts, or expectations about parental responsibilities in child care?

Have students read case studies of family situations or view television programs to observe parenting roles of both mothers and fathers. Lead students in analyzing the situations to determine whether the parents are performing traditional roles for mother and father or are equally involved in all parenting roles. KEY QUESTIONS: What roles did mothers perform in the case studies or television programs? What roles were performed by fathers? Were the roles traditional or contemporary (equal involvement)? What parenting role has changed the most in recent years? Why?[B]

As an enrichment experience, have students participate in and listen to a panel presentation on the ways and reasons parenting roles for mothers and fathers are changing. This could be an FHA/HERO activity. KEY QUESTIONS: Why are parenting roles changing? Do most parents like or dislike the changes? Are the changes affecting families in a positive manner?

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INDIVIDUAL AND FAMILY LIFE
UNIT VI

COMPETENCY: (c.6) *Concepts and skills related to special concerns in the family.*

SUB-COMPETENCIES:

(A) *Discuss potential family problems and crises.*

(B) *Describe methods of meeting special needs of family members.*

(C) *Describe methods for preventing and coping with family problems and crises.*

(D) *Describe domestic violence, including causes, prevention, and coping resources.*

CONCEPTS

VI. Special concerns in the family
  A. Potential problems and crises
    1. Employment

LEARNING AND EVALUATION EXPERIENCES

Show students Teaching Aid 47, Family Crises: An Overview, and Teaching Aid 48, Classification of Family Crises, as an introduction to the study of family crises. Lead a class discussion in order to present general introductory information on family crises situations and potential problems that are commonly faced by families.

Lead a class discussion regarding problems that might occur when both spouses work outside of the home. Have students suggest possible solutions to the problems. KEY QUESTIONS: What adjustments or problems could a couple experience if both people worked outside of the home? How could the skills you have gained in this course help you solve such problems? In what ways can the problems be solved? What examples can you give of people you know who have solved similar problems? How has the trend of more women being employed affected family life, the work place, and society?

Have students write short papers tracing the history of employed mothers and the effect of such employment on the family (especially on children). Students may address the topic of employed mothers in general or a specific employed mother. KEY QUESTIONS: Why did the mothers originally seek employment? Why did they continue to be employed? Do the mothers enjoy outside employment more than working in the home? Why? What are the mothers' occupational goals? What caused the women to formulate their occupational goals?[B]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

2. Unemployment

Have students define *unemployment* and list possible reasons for unemployment. Show students Teaching Aid 49, Family Crises: Unemployment and Financial Problems. Lead a class discussion on how unemployment often leads to financial problems. KEY QUESTIONS: What situations lead to unemployment? How can unemployment and financial problems cause a family crisis? How can financial problems during a period of unemployment be avoided?

Lead students to brainstorm for negative reactions an individual may have when faced with unemployment. Instruct a volunteer to record the negative reactions on the chalkboard for the class. Negative reactions include suicide, abusive behavior, alcohol use, and desertion. Lead a class discussion regarding the negative reactions caused by unemployment. KEY QUESTIONS: What reactions may people have to their own unemployment? to the unemployment of the primary wage earner in the family ? Why do some unemployed people use alcohol? abandon their families? voluntarily live on welfare? consider suicide? How do negative reactions to unemployment create additional problems for the family? How can negative reactions to unemployment be reversed? How does a positive attitude help a person deal with unemployment?

Divide the class into groups. Have each group study Teaching Aid 50, Case Study: Unemployment – Family Crisis, and determine possible solutions for the case study family. Have a representative from each group share the group's solutions with the class. KEY QUESTIONS: How well would the suggested solutions work? Why?[C]

3. Mobility

Have students conduct a school survey to determine the number of times families or individuals have moved and the problems encountered with moving. Have students make a list of the problems associated with moving. Lead a class discussion on the lists. KEY QUESTIONS: What problems were encountered in the moves? Were the problems physical, emotional, or financial in nature? Why were the situations viewed as problems? Why did the problems occur? Are the problems discussed common experiences for most families who move? Why? Is moving a traumatic experience or crisis? Why? How do the survey participants feel now about the moves they made? What did the move teach them about moving or about themselves?

Have students identify advantages and disadvantages of moving frequently. Divide the class into two groups. Instruct the groups to debate the following statement: "Frequent moves are harmful to family stability." KEY QUESTION: How does attitude affect whether relocation is a positive or negative experience?

4. Divorce

Lead a class discussion regarding Teaching Aid 51, Family Crises: Separation and Divorce. KEY QUESTIONS: What problems result from the basic problem of divorce? Why do the problems occur? What can be done to prevent or solve the problems?

Have students use resource materials to compare present divorce statistics with statistics from the past. Lead a class discussion on the statistics. KEY QUESTIONS: What are the major differences in the statistics? Why has the divorce rate changed over the years? How does age affect divorce statistics and the divorce rate? Based on your study, what appears to be the trend regarding divorce statistics?[B]

Divide the class into groups. Have students use resources and interviews to investigate types of divorce, such as no-fault divorce and adversary divorce. Instruct each group to prepare a chart listing types of divorces. Students should include brief definitions and the legal aspects and conditions of divorce on the chart. Have volunteers present the charts to the class. Lead a class discussion regarding the types of divorce. Have students determine specific problems associated with divorce.[B] [C]

Lead students in a class discussion of the emotional, physical, and legal aspects of divorce. KEY QUESTIONS: What occurs at each stage? What feelings are typical at each stage? Why may it be difficult to accept the consequences of divorce? What emotions may people go through during and after a divorce? How does the process of going through a divorce resemble the grief process?

Lead a class discussion to identify problems associated with divorce. KEY QUESTIONS: How does divorce affect family relationships? pride? self-concept? lifestyle? routines? social relationships? finances? Are the effects of divorce the same for men and women? Why? How might the problems caused by divorce be different in each stage of the family life cycle?

Lead a class discussion regarding the information on Teaching Aid 52, Recovering from Divorce. KEY QUESTIONS: What steps must a divorced person take in order to adjust? Why does a divorced person need to reestablish herself or himself?

Lead a class discussion regarding the adjustments children living in single-parent homes must make. KEY QUESTIONS: What percent of children live in single-parent or blended families? How may a child feel toward the absent parent? toward the parent with whom he or she lives? Why might children feel grief when parents divorce or separate? Why do children sometimes feel they are responsible for their parents' divorce? How can parents help prevent children from feeling guilty? Can a divorce ever be good for children? Why? How may children feel when a parent starts dating again? marries again?

5. Remarriage

Lead students in a class discussion about the meaning of the term *blended family*. KEY QUESTIONS: What percent of divorced persons remarry? Who makes up a blended family? What are some possible relationships for children in blended families? Do you believe young people are justified in resenting the remarriage of a divorced or widowed parent? Why? What do you think causes such resentment? Why? How can the natural parent, as well as the stepparent, help eliminate resentment?

Divide the class into groups to research problems related to remarriage and blended families. Students should include problems regarding discipline of children, family adjustments and changes, emotional strains, and finances. Have students report their findings orally in class. KEY QUESTIONS: What problems are associated with remarriage and blended families? How did the new marriages affect discipline, financial situations, and family unity? Why?[B]

6. Adolescent pregnancy

Have students research to learn statistics regarding the increase in teenage pregnancy in American society. Lead a class discussion regarding possible reasons for increases in teenage pregnancies. KEY QUESTIONS: What are some common reasons teenagers become pregnant? Why do some pregnant teenagers choose to rear a child? How does a teenage girl's pregnancy affect her present life? future life? What decisions do pregnant teenagers, their families, and the babies' fathers have to make? How does having teenage parents affect a child? How does becoming a parent at an early age affect a teenager's ability to grow and mature normally?

Divide the class into groups to read and project solutions to the case studies about teenage pregnancy on Teaching Aid 53, Case Studies: Teenage Pregnancy. KEY QUESTIONS: What conclusions did your group develop about the case studies? Why were these conclusions reached?[B]

Show students an audiovisual about teenage pregnancy. Lead a class discussion on major points included in the audiovisual. KEY QUESTIONS: How does teenage pregnancy change the lives of the teenage mother and father? How does teenage pregnancy affect a person's career, marriage, and educational goals? Are the changes brought about by teenage pregnancy positive or negative? Why?

Have students read resource materials to determine special problems and needs teenage parents face in their roles as parents. KEY QUESTIONS: How are teenage parents' problems different from problems of older parents? How can the roles of teenage parents affect parent/child relationships? Why?[B]

Have students research and write reports on the medical effects teenage pregnancy has on the mother's body, the fetus's development, and the baby's health and development. Have students present their reports to the class. KEY QUESTIONS: Why do these effects occur? How can the effects be prevented or lessened? What can teenage parents do to improve their own health and the health of their child? What resources can teenage parents use to learn more about prenatal development and child development? Why should pregnant teenagers learn about prenatal development, child development, and the effects of pregnancy on a mother's health?

Have students research and report on the teenage father's roles and responsibilities regarding a teenage pregnancy. KEY QUESTIONS: What are the teenage father's roles and responsibilities toward his pregnant adolescent girlfriend or wife? his baby? his educational and vocational future? his parents and family? Should the father bear as much responsibility for the baby as the mother? Why? Should the father bear responsibilities toward the mother, her health, and related needs? Why?

7. Chemical dependency

Have students use resources to define the terms *alcoholic*, *drug addict*, *drug abuse*, *chemical abuse*, and *chemical dependency*. KEY QUESTIONS: What causes a person to become an alcoholic? a drug addict? a chemical abuser? How can alcoholism or drug addiction affect other family members?

Have students read resource materials to identify signs of alcoholism. Show students Teaching Aid 54, Family Crises: Alcoholism – A Family Disease. Lead a class discussion regarding alcoholism. KEY QUESTIONS: What are signs of alcoholism? What problems does alcoholism create? How is the family affected by an alcoholic family member? Does an alcoholic always show signs of alcoholism? Why? What habits and attitudes are associated with alcoholism?[B]

Lead a brainstorming session to identify drugs that are commonly abused. Instruct a volunteer to list the drugs on the chalkboard. Have students identify scientific and slang terms used to identify the listed drugs. Lead a class discussion on drug abuse. KEY QUESTIONS: What are the side effects of each drug identified? Which drugs are people most likely to try first? Why are the drugs attractive to abusers? Are all abused drugs illegal? Why? Which drugs are the most addictive? Which drugs are most likely to cause physical problems? mental problems? death from an overdose? What are the risks to unborn children when parents use drugs?

As an enrichment experience or FHA/HERO activity, invite a resource person to speak about the effects chemical abuse has on an individual and the family. Potential resource people might include a medical professional, police department representative, social worker, counselor, and a parent who has experienced family drug problems and rehabilitation. Have a student introduce the speaker and topic to the class. Prior to the presentation, ask students to prepare questions to ask the speaker. KEY QUESTIONS: What are the effects of chemical abuse on individuals and families? What can a family do to change a chemical abuse situation? What does an individual have to do to change a chemical abuse situation? Why do people begin using drugs? alcohol? Do chemicals ever help a person before the person becomes addicted? Why? Why do people abuse chemical substances?[C]

As an enrichment experience, invite a representative from a drug treatment center to speak to the class about the experiences a drug abuser has during treatment and rehabilitation, the success of the treatment, the problems associated with the treatment, the characteristics of an abuser, and the support family and friends can give the abuser. Have a student introduce the speaker and subject. In advance, have students prepare questions to ask the speaker. KEY QUESTIONS: What are drug treatment centers? What treatment processes are used? How is a drug abuser placed in the center? Is the treatment always successful? Why? What problems are associated with drug treatment? What does the abuser experience in treatment and rehabilitation? What can family members do to help an abuser? What happens when a person has completed treatment?[C]

As an enrichment experience, invite a speaker from Alcoholics Anonymous (AA), Al-Anon, or a similar program to describe the help the organization offers to problem drinkers and their families. KEY QUESTIONS: What must a person do before he or she can be helped by such an organization? What does a person experience when participating in AA or Al-Anon? What kind of support is offered by these organizations?[C]

Have students read resource materials or view an audiovisual on alcohol consumption and drug use by pregnant women. Lead a class discussion on how a child is affected when his or her mother uses drugs or consumes alcohol during pregnancy. KEY QUESTIONS: How does a pregnant woman's drug and alcohol addiction affect an unborn child? a newborn child? a growing child? How does minimal usage of drugs and alcohol affect an unborn child? a newborn child? a growing child? CRITICAL QUESTION: What would be your recommendation to women regarding their use of drugs or alcohol during pregnancy?[B]

8. Mental disorders

As an enrichment experience, invite a resource person to class to describe common mental health problems and ways to recognize them. Ask the speaker to identify steps for preventing, minimizing, and coping with mental health problems. Have students review information and identify crises that may trigger a mental breakdown. KEY QUESTIONS: What happens to people as they begin to experience mental health problems? Why do mental health problems occur? What crises may trigger a mental breakdown? How can a person prevent mental health problems? minimize mental health problems? cope with mental health problems?[C]

Show students Teaching Aid 55, Family Crises: Mental Illness. Lead a class discussion on family problems that accompany the mental illness of a family member. KEY QUESTIONS: What effects does mental illness have on family relationships? How may family members and friends react to mental illness? What problems occur when a family member is mentally ill? What can the family do to help the person who is mentally ill? What can family members do to help the family deal with mental illness?

Have students read resource materials and define mental retardation, types of mental retardation, causes of mental retardation, treatment and care available for the mentally retarded, and differences in mental retardation and mental illness. Have students identify the special challenges a retarded child presents to a family by viewing Teaching Aid 56, Family Crises: Child with Mental Retardation. Have students debate the merits of home care for the mentally retarded verses institutionalized care. KEY QUESTIONS: What problems does mental retardation bring to a family? What adjustments must a family with a mentally retarded child make? How can families make life as normal as possible for mentally retarded children? Should mentally retarded children be institutionalized or cared for in the home? Why? What are the advantages and disadvantages of institutionalized care? home care? What are the differences between mental illness and mental retardation?[B]

9. Family violence

NOTE: Learning and evaluation experiences identified for subcompetency c6D may be used as additional learning experiences in this section.

Have students use resource material to define the terms *child abuse, child neglect, elder abuse, spouse abuse, emotional abuse, emotional neglect, verbal abuse, and sexual abuse*. Lead a class discussion regarding the various forms of abuse and neglect. KEY QUESTIONS: What are examples of child abuse? child neglect? elder abuse? spouse abuse? emotional abuse? emotional neglect? verbal abuse? sexual abuse? Why is neglect a form of abuse? How are children affected by neglect? What are the differences in emotional abuse and emotional neglect? What are the similarities in emotional abuse and emotional neglect?

Show students Teaching Aid 57, Possible Signs of Abuse and Neglect, and Teaching Aid 58, Parents Who Abuse Their Children. Lead a class discussion on child abuse. KEY QUESTIONS: Why do parents abuse their children? Should child abuse be considered something most parents do? Why? How can one tell if a person might become a child abuser? How can one tell if a person is abusing a child?

Have students collect and read articles about family violence and neglect. Lead a class discussion about family violence and the characteristics of abusive people. KEY QUESTIONS: What prompts abusive behavior? Why did the people described in the articles abuse others? How did the abuse affect others? What happened to each family member involved in the abusive situation? What are the responsibilities of other family members, friends, and citizens who suspect abuse? How does the law and legal system respond to reported abuse situations? Is it common to separate family members when abusive situations occur? Why?[B]

10. Missing family members

Have students use resource materials and write research reports on one of the following subjects related to missing family members: common causes of teenagers running away from home, children who are stolen or abducted from the home, the effects of a missing adult on the family. Resources include the police department, the Department of Human Services, and other community social agencies. Lead a class discussion regarding the effects of a missing family member on the family. KEY QUESTIONS: Why may children run away from home? How can a child's family cope with such a situation? What problems may the runaway child face? What process does the legal system and family go through to find runaway children? What is the runaway hot line and its purpose? Why would a parent kidnap his or her own child? Is it against the law to kidnap one's own child? Why? What problems could occur as the result of an adult being missing? What are the effects of a missing adult on the family? What processes does a family go though to find a missing adult?[B]

11. Long-term illnesses and aging family members

Have students view Teaching Aid 59, Family Crises: Physical Illness. Lead a class discussion regarding the possibility of aging family members suffering from long-term illnesses. Emphasize that long-term illnesses create a family crisis for the ill person and for persons caring for the ill person. Have students determine how some long-term and/or terminal illnesses can attack young and middle-aged people causing their families to experience crises. KEY QUESTIONS: Why is long-term illness a family crisis?

How can long-term or terminal illnesses affect a family caring for an elderly person? a middle-aged person? a young person?

As an enrichment experience, invite a social worker or nursing home administrator to describe health care needs of the elderly person. In advance, have students prepare questions to ask the speaker. Have a volunteer introduce the speaker. KEY QUESTIONS: How do elderly people manage health care needs? If an elderly person has a limited income, how does the ability to pay for medical care affect the person's health? What happens when an elderly person cannot pay for health care? What do medical professionals do to help elderly patients who cannot afford health care? What recommendations do you suggest for health care of the elderly person? What resources are available to help elderly people pay for health care services?[C]

As an enrichment experience, have students interview families who have used different methods to care for aged parents, relatives, or friends. Have students compare the outcomes of each care method. KEY QUESTIONS: How did the families interviewed care for aged parents? relatives? friends? Are some methods better for some situations than others? How well was the family able to emotionally and physically handle the illness?

12. Death

NOTE: Learning and evaluation experiences identified for subcompetency c2E may be used as additional learning experiences in this section.

Lead a class discussion to identify possible physical and emotional reactions individuals may have to the death of a family member. Have students study resource materials to learn more about physical and emotional reactions to death. Determine possible sources of people's attitudes toward death. KEY QUESTIONS: Why is death considered a family crisis? Why do people react as they do toward death? Why do people hold certain attitudes about death? What are the sources of such attitudes? Can attitudes about death be changed? How?

Have students locate recent statistics on the number of suicides in the United States. Lead a class discussion on the effects of suicide on family members. KEY QUESTIONS: Why do people commit suicide? What signs may a person give to indicate that suicide is being considered? What community resources are available to help someone who may be considering suicide? How does suicide affect family members? What resources can help families who have had a member commit suicide?

As an enrichment experience, invite a minister or counselor to speak about problems or crises caused by death. KEY

QUESTIONS: What problems or crises are caused by death? Why does death create a crisis? How can a person cope with the death of a spouse? of a parent? of a sibling? of a grandparent or other relative? of a peer or friend?

Have students identify the grief process. The grief process include the following stages:

1) Denial
2) Anger
3) Bargaining
4) Depression
5) Acceptance

KEY QUESTIONS: Why is it important for a person to go through these stages in coping with a death? In what ways may the grief process vary for different people? Why do some people take longer and experience more intense grieving than other people? How can knowledge of the stages in the grief process help family members and friends understand what the grieving person is feeling?

B. Methods of meeting special needs

Lead a class discussion regarding ways strong, unified family relationships help in times of crises. Have students select a crisis and tell how family members can help a person in the situation. KEY QUESTIONS: Are family members important to individuals handling crisis situations? Why? Is family unity important when handling a crisis? Why? What examples can be given to illustrate how families can help family members in a crisis? How are friendships helpful during a crisis?

Lead a class discussion on ways families and friends can assist persons who are grieving over the death of a loved one. KEY QUESTIONS: How can families and friends help individuals who are grieving? Why are family members and friends important to individuals in their times of need, grief, or crisis? Why is a family's support important?

Show students Teaching Aid 60, Characteristics of a Mentally Healthy Person. Lead a class discussion regarding how being mentally healthy can help a person meet special needs. KEY QUESTIONS: How essential is a positive outlook toward life for good mental health? a feeling that life is worthwhile? a feeling that the future will be better? How can good mental health help a person or family meet special needs? If a person did not have good mental health, how could he or she handle crises situations and other problems?

Have students explain how a psychiatrist, psychologist, marriage counselor, family counselor, or social worker can help an individual or family deal with a crisis situation. As an enrichment experience, invite one of the suggested resource people to describe ways he or she uses trained skills to help a family or individual meet special needs. KEY QUESTIONS: What are the similarities and differences in the types of help each professional can offer? What special needs can each professional help a person with?

Have students identify personal physical resources that would help them meet the special needs of family members. KEY QUESTIONS: What are personal physical resources that would help one meet the special needs of family members? What special needs might family members have? How can physical resources help one withstand pressures? In what situations did you have to rely on personal physical resources?

Have each student prepare an oral report on the available resources in the community to help people meet special needs. Resources include hot lines, professional services, self-help groups, pastoral counseling, and crisis prevention centers. KEY QUESTIONS: How does each resource identified help people meet special needs? How can people get help from the resources? To whom do families talk when they need help meeting special needs?[C]

As an enrichment experience, have students investigate a particular community resource available to help a family meet the special needs of family members. Have students record information such as the types of special needs handled; services available; costs of services; name, address, and telephone number of organization; and contact person. Have students use their information to compile a directory for class members.

Assign students to research organizations created to help families find missing members. Have students report their findings to the class. KEY QUESTIONS: How do the organizations help families find missing members? What processes are used to search for missing family members? What legal actions have been taken in regard to problems involving missing people? Why did the legal system take these actions?[C]

Instruct students to identify resources available in the community that treat mental illness. Have students visit a mental health facility in the community, a state hospital, or state school. Have students determine what services are offered, eligibility requirements, charges, and treatment methods. Instruct students to report their findings to the class. KEY QUESTIONS: What resources are available in the area for the treatment of mental illness? What services are offered at these resources? What are the resources' eligibility requirements? the charges? the treatment methods? How can counseling help a person with mental illness? What role do drugs play in the treatment of mental illness?

Instruct students to visit one agency or organization in the community that offers housing and physical care for aging people. Have students report their findings to the class. Lead a class discussion on the housing alternatives available for aging people. KEY QUESTIONS: How do aging people find out about available services? Do the elderly generally find the services satisfactory? What could be done to make the services more beneficial?

Invite a welfare worker to speak to the class about the role of the state in offering assistance for burials to those who need financial help. KEY QUESTION: Why do states offer this service? What type of burial service is offered in the state? What are the eligibility requirements for burial assistance?

Invite a local member of the clergy to share information on services available to survivors after a death in the family. KEY QUESTIONS: How can churches help families and individuals deal with grief? What financial assistance may be available to families in need? Why do churches provide various services to grieving families?

C. Preventing and coping with family problems and crises

Lead a class discussion on Teaching Aid 61, Handling Family Problems and Crises. Have students list steps to follow when a crisis approaches. KEY QUESTIONS: What are the steps to handling a problem or crisis? How does each step help a person handle a crisis more efficiently and calmly?

Show students Teaching Aid 62, Could You Cope?, and lead a class discussion about family problems, crises, and coping. Have students identify skills needed to cope with crises. KEY QUESTIONS: Would you be prepared to cope with the crises listed on the teaching aid? Has your family taken steps to prevent some of these crises? How can you prepare yourself for coping with the crises listed on the teaching aid? Can all crises be solved?

Lead students in a class discussion about ways each of the following techniques can aid in coping with a crisis:

1) Organizing
2) Keeping active
3) Working together
4) Putting anger to work

KEY QUESTIONS: How does a person cope with a crisis by organizing? keeping active? working together? putting anger to work? How can the techniques listed help a person manage everyday life? What similar steps have you unconsciously used to handle your own problems?

Assign students to read a case situation about a family crisis. Have students point out the steps the family used to cope with the crisis.

KEY QUESTIONS: What steps did the family use to deal with the crisis? What evidence of family disorganization did you note? At what point did the family begin to work together to resolve the crisis? What positive actions did the family take? What resources did the family use?[B]

Have students write an account of a family crisis a fictional or nonfictional family has experienced. Have students include a description of events that led to the crises and the way the family members coped with the crises. KEY QUESTIONS: What events happened that led to the crisis? Why was the problem a crisis? How did the family cope with the crisis? What problem solving techniques did the family members use? What resources were used to help the family deal with the crisis?[B]

D. Domestic violence

NOTE: The subject of family violence may be a sensitive issue for some students. Caution should be taken in the manner of presentation used. Learning and evaluation experiences identified for sub-competency c6A may be used as additional experiences.

1. Causes

Show students an audiovisual on abusive parents. Lead a class discussion on information included in the audiovisual. Consider the normal stresses of life that could lead a person to abuse family members. KEY QUESTIONS: What causes parents to be abusive? How can potentially abusive adults be helped? What are the responsibilities of family members, friends, and other individuals who suspect abuse situations? Why? Is abusive behavior learned, instinctive, or inherited? Why?

Show students an audiovisual on spouse abuse. Have students identify the various causes of abuse. KEY QUESTIONS: What is spouse abuse? What causes spouse abuse to occur? What are some examples of different forms of spouse abuse? To whom can the spouse turn for help in abusive situations? Why do many abused spouses continue to live in an abusive situation rather than seek help? Should one try to convince an abused person to get help? If so, how? What can happen to a person who abuses another person?

2. Prevention and resources for assistance

Have students identify community resources that help people gain a better understanding of how to prevent abusive and crises situations. Examples include counseling services and mental health agencies. KEY QUESTIONS: Why are services offered that help prevent domestic violence? How does one find out about the services available? What are the eligibility requirements for participation in the service?

Have students identify strategies teenagers can use to reduce the likelihood of becoming involved in an abusive family situation in the future. Strategies include learning to communicate, gaining job skills, getting an education, valuing self-worth, and choosing friends and dating partners who do not display abusive behavior. KEY QUESTIONS: How can choices regarding getting an education, gaining job skills, postponing marriage, and learning communication skills help teenagers make informed choices that can prevent family violence in their future? How can marriage counseling or parenting education help prevent abuse?

Have students compile a list of agencies and organizations that deal with the various forms of domestic violence in the community. Lead a class discussion about the agencies and organizations. As an enrichment experience, invite a representative from an agency or organization that deals with family violence and neglect to explain services available and methods of preventing domestic violence. Have students prepare questions for the speaker in advance. Ask a student to introduce the speaker and the topic. KEY QUESTIONS: What resources and agencies are available to help abused family members? abusive family members? How do the agencies help individuals and family members involved in family violence situations? How can a person obtain help from the organization? What services does the agency or organization provide? Is there a fee for services? How can the agency or organization help a person prevent domestic violence?[C]

TAC 75.83
INDIVIDUAL AND FAMILY LIFE
CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY: (a.7) *Concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES:

(A) *Relate personal characteristics to the appropriate career(s) addressed within each home economics course.*

(a.2 A) *Identify employment opportunities and preparation requirements in the chosen field.*

(B) *Describe management practices facilitating individuals assuming multiple roles.*

(C) *Discuss demands and rewards in relation to personal and family life.*

(D) *Demonstrate effective money management.*

CONCEPTS

Career options and adjustments
- A. Personal characteristics needed for family life services careers
  - a.2 A Employment opportunities and preparation requirements

LEARNING AND EVALUATION EXPERIENCES

Have students develop class definitions of the following terms as they relate to job classifications: *entry-level, semi-professional, skilled, technical,* and *professional.* Using the definitions, ask students to identify examples of occupations representing each category. Of the examples listed, point out entry-level job opportunities related to family services that might be available to teenagers. Job examples include child care assistant, hospital aide, housekeeper, playground supervisor, camp counselor, receptionist, companion to the elderly, recreational leader, nanny, teacher, family counselor, and child care director. KEY QUESTIONS: Which of these career opportunities exist in the community? What skills, training, and personal characteristics are important for persons in each career area? How does a teenager find work in these career areas? How would the entry-level jobs identified be stepping stones to more advanced positions?[C]

As an enrichment experience, invite a panel of resource people to identify entry-level job opportunities and requirements in the field of family services. Panel members might include an extension home economist, hospital administrator, social worker, school counselor, nursery school attendant, toy sales person, research assistant, teacher's aide, child care assistant, home health aide, licensed vocational nurse, registered nurse, teacher, social psychologist, sociologist, journalist, research specialist, home

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

economist in business, communications specialist, minister, and educational director. KEY QUESTIONS: What jobs in the field of family services appear most promising for the future? What are some sources of information on the future of various jobs in our society? What are some other family service career opportunities and what future possibilities exist in these careers? What qualifications are required for entry-level occupations? What qualifications are required for skilled occupations?[C]

Have students select and prepare written and/or oral reports on entry-level family service occupations. Each report should include the reason for the student's occupational choice, a description of the chosen job, duties of the occupation, working conditions, pay scale, opportunities for advancement, education or training required, and a brief summary about related occupations. If possible, require that at least one resource for the report be a person employed in the occupation being researched. Other resources may include *Dictionary of Occupational Titles* and *Occupational Outlook Handbook*. Have students use Teaching Aid 63, Information on a Career, as an aid in gathering and organizing information. Lead a class discussion on findings as oral reports are presented.[B] [C]

Have students view Teaching Aid 64, Attitudes for Success. Lead a class discussion on personal attitudes and qualities needed by employees in family service occupations. KEY QUESTIONS: How does each of the attitudes help employees succeed in their chosen careers? Why would each attitude be especially important in a family service career? How would these attitudes affect an employee's enjoyment of his or her work?[C]

Have students read selected references for review and lead a class discussion using Teaching Aids 7, 22, and 23 on communication skills. Emphasize information on effective listening skills as a crucial part of the communication process. CRITICAL QUESTIONS: How are effective communication practices that are useful in family and social relationships also useful in occupational settings? What are the similarities and differences in communication required in these different settings? What responsibilities regarding communication does an employee have in relation to other employees, customers, the business, and the employer? Why are these communication responsibilities important? What might result if communication responsibilities are not fulfilled? What is the role of nonverbal communication in a job setting? What are some examples of the usefulness of effective nonverbal communication in a job setting? What might happen if employees do not listen carefully to instructions or to customers? How might employees' poor listening skills affect a business?[B] [C]

Have students use Teaching Aid 65, A Short Course in Human Relations, to identify factors important to good human relations. KEY QUESTIONS: How would each of the phrases included on the teaching aid help with good communication and improved human relations? How could each principle be used on the job? What might be some employment situations in which the principles listed would improve relationships?[C]

Have students identify educational preparation needed for various family service occupations. Ask students to compare educational requirements for the identified occupations to their education already completed. Guide students in determining additional preparation required to achieve the educational requirements for the various occupations discussed. KEY QUESTIONS: What high school subjects would provide a good background for various family service careers? What courses have you completed? What courses could you take in the future that would be helpful? Why is a high school diploma important for career preparation regardless of the career choice? What training opportunities are available to students who graduate from high school?[B] [C]

Have students listen to a panel of family service workers describe the education and training they have acquired for their careers. Prior to the presentation, have students develop questions for the panelists including the following:

1) What types of experiences do you feel helped you attain your present position?
2) What educational background did you have that prepared you for your career?
3) What previous employment experiences prepared you for your current position?
4) What is a brief description of the work you do on a regular basis?
5) What personal characteristics are important to you in fulfilling your job responsibilities?
6) What preparation do you advise for students who wish to pursue the type of work you do?[C]

Have brochures on various family service careers and college catalogs available for students to study. As an enrichment experience, arrange for a field trip to a nearby college or training center (or invite a representative as a guest speaker) to learn about the school and educational training offered for family service occupations. College resources might include counselors and program directors. KEY QUESTIONS: What courses are required for degrees or certification? What high school courses would be beneficial? What is the cost of the training? How long is the training? What are admissions requirements? What counseling and job placement services are available to students?[C]

As an enrichment experience, invite a speaker from the state employment commission to speak about current employment trends in the area or region. Prior to the speaker's presentation, have students prepare related questions such as the following:

1) Why is the unemployment rate of an area important enough to be reported regularly in the news?
2) What does the unemployment rate indicate?
3) What effect will the unemployment rate have on people who are job hunting?
4) What occupations are in demand in the area?
5) What employment in family service occupations is available in the area?
6) What employment trends are emerging and how long are these trends likely to last?
7) How do these employment trends affect the job seeker?
8) What general guidelines should job seekers follow who are using the employment commission and other resources to secure employment?[C]

Ask students to identify volunteer work that could be used to both benefit the community and prepare students for various careers. Lead a class discussion on the value of voluntarism in terms of career preparation. KEY QUESTIONS: How do volunteer activities benefit the community? How may volunteer activities improve job skills and competencies? How can experience in volunteer activities help a person choose a career? What types of careers are related to the volunteer activities identified? Can volunteer activities be counted as job experience? Why?[C]

As an enrichment experience or Student Occupational Activity, encourage students to volunteer to work with a youth organization as an assistant leader or as a hospital or service organization volunteer. Have students practice helping other people through their volunteer activities and keep records of their own personal progress. Ask students to report their progress. KEY QUESTIONS: What new skills have you mastered? What training or experiences have you received that will help you obtain better positions in future careers? What do you like most about the work? least about the work? How could one's interest in these types of volunteer responsibilities influence future career decisions? What training have you received through your volunteer responsibilities that could prepare you for a future career?[B] [C]

B. Management practices for persons with multiple roles

Lead a class discussion about problems that might occur as a result of persons assuming the dual roles of homemaker and wage earner including situations such as the following:

1) The wife and husband both work outside the home but have no children.

2) The wife and husband both work outside the home and have children.
3) A single parent works outside the home and rears children.

KEY QUESTIONS: What are potential problems for dual-role earners in managing household tasks? in managing two incomes? in supporting a family with one income (such as a single-parent family)? in deciding who handles the budgeting, bill paying, and other financial responsibilities of a family? regarding the care of young children? regarding time for leisure activities? regarding being able to spend quality time with family members? What are some possible solutions for the problems identified? How could the skills gained in this course help a person manage multiple roles?

Lead a class discussion on ways management of resources and tasks can help families whose members are assuming the dual roles of homemaker and wage earner. KEY QUESTIONS: How can multiple-role families use management principles in their everyday lives to accomplish as much as possible? How can families use time and energy management principles for efficient time and energy usage? How can goal setting help family members achieve desired results? Is it more important for multiple-role families to use management principles than for traditional families to use management practices? Why? How would traditional families benefit from using management principles? Why?

Lead a class discussion on time management principles and how these principles can be useful in various situations. NOTE: Teaching Aid 36, Work Smarter, Not Harder!, may be used for a review of basic time management principles. KEY QUESTIONS: How does setting short-term and long-term goals help a person accomplish as much as possible? give direction to his or her work? How does a person's goals help him or her develop a daily "to do" list? How does a "to do" list help a person manage time and responsibilities? How can a "to do" list be helpful at work? at home?

Show students Teaching Aid 66, Duties Shared Show You Care. Lead a class discussion on the amount of time spent daily on each household activity by men and women who also work outside the home. NOTE: The chart is based on information provided by the Department of Labor's Bureau of Labor Statistics. Research has shown that many women who are employed still do the majority of household tasks for the family. On the average, a full-time employed woman spends only slightly less time on household tasks than a full-time homemaker. KEY QUESTIONS: Based on the chart from the teaching aid, how do the total work hours spent by women (in employment and completion of household tasks) compare to the total work hours spent by men? Do most women have spare time for leisure activities during the day (based on an eight-hour work day)? Do most men have spare time for leisure activities during the day? How often do men and women have to put in extra hours at their jobs? How do extra work requirements affect a person's ability to handle household tasks? manage time to include leisure activities? What is a fair division of household tasks when both the husband and wife are full-time employees? How do you feel about the inequality in time spent in household tasks between most employed men and women?

Encourage students from multiple-role families to share examples of how their families divide and manage household tasks to benefit all family members. Lead a class discussion on examples shared by students. KEY QUESTIONS: What roles do parents assume in the family? What hours are parents at work? How are household tasks divided and managed by family members? Do all family members have responsibilities? Why? How does your family's management method help or benefit the entire family? Are any household tasks performed by someone outside the family? If so, why? What are the costs for this help? Do your parents regard this outside help as a luxury or a necessity? Why? Can a family function well without outside help? How would family members be affected if the family chose to perform all household tasks? Does the benefit of hiring someone to help a family outweigh the cost? Why?

Lead students to brainstorm to identify energy-saving tips that multiple-role families can employ for handling household duties. Distribute and lead a class discussion on Teaching Aid 67, Time and Energy-Saving Tips for Household Tasks. KEY QUESTIONS: How can each of the tips suggested in the handout save energy while allowing completion of tasks? How do these tips also help in saving time? Can all family members (including children) use these tips to save time and energy? How can children help in managing a household? How would the household tips be adaptable for use in an employment setting? How could the use of these tips help a multiple-role family manage responsibilities in order to have more energy and time for family activities and leisure? What are some additional energy-saving tips families can employ for handling household duties?[C]

C. Demands and rewards of family services careers

Lead students to brainstorm to identify ways a family is affected by the careers of family members. KEY QUESTIONS: How do the careers of family income earners affect a family's lifestyle? What types of careers tend to contribute to family cohesiveness? What types of careers may have negative influences on a family? What demands do jobs and careers place on personal and family life?

Assign students to evaluate various family service careers (discussed earlier in the unit) to determine the rewards each career could offer. KEY QUESTIONS: Does the career offer challenge, continuous training, personal satisfaction from helping others, other forms of personal satisfaction, special incentives associated with the position, prestige, fringe benefits, recognition for achievement, good salary, or other rewards? Are rewards important in overall job satisfaction? Why? How do the rewards a position offers in addition to salary increase a position's true worth?[B] [C]

Reviewing descriptions of careers in family services, lead a class discussion about possible demands that various careers would provide. KEY QUESTIONS: Why would certain aspects of a job be regarded as demands? How would each of the demands affect personal and family life? Can job demands sometimes outweigh job rewards in relation to personal and family life? How? If a job had few demands and average to low salary, would the job be worthwhile? Why? Why should people weigh the rewards and demands when choosing a career or occupation?[C]

Ask students to role play the following situations:
1) The wife earns more money than the husband.
2) The wife works and asks the husband to help with household chores.
3) The wife is offered a good promotion that requires a transfer to another location and the husband earns more money than the wife.
4) The wife is offered a good promotion that requires a transfer to another location and the wife earns more money than the husband.
5) The husband is offered a promotion requiring a transfer which means the wife may have to leave a job she enjoys.
6) The couple decides the husband should become a full-time student while the wife supports the family.

KEY QUESTIONS: How should each couple decide what to do? What demands are being placed on the family in each of these situations? What problems do the demands create? How can the families resolve the problems and deal with demands successfully while still achieving family goals? What have you learned in this course that would help your family in each of these situations?

As an enrichment experience or Student Occupational Activity, have each student interview a person employed in a family service occupation. Questions to include in the interview are the following:
1) What are your job responsibilities?
2) What are the advantages and disadvantages of your career?

3) What is your educational background and work experience?
4) How do the job responsibilities, advantages, and disadvantages affect your personal life, family life, social life, and work life?
5) What are the demands on time, energy, money, and commitment to a family service occupation or career?[B] [C]

As an enrichment experience or Student Occupational Activity, have students prepare a questionnaire to identify the effects of employment on family life and the effects of family life on employment. Have students survey a variety of people in the community. Lead a class discussion on the survey results. KEY QUESTIONS: How does employment affect a family? How does family life affect employment? What demands does employment place on the family? Why do these demands exist? How do most families deal with the demands and pressures of working and rearing a family?[B] [C]

Lead a class discussion to compare demands placed on a traditional family (one spouse employed outside of the home and one full-time homemaker) to demands placed on the dual-earner family (both spouses employed outside of the home and sharing household duties). Contrast the demands of traditional and dual-earner families to demands faced by a single-parent family. KEY QUESTIONS: What demands on the family exist in each situation? How are the situations different? How should people deal with the demands in each situation? What results if one person does not perform his or her responsibilities toward dealing with job demands?[C]

Lead students to brainstorm for ways careers or occupations in family services can be rewarding to families and individuals. Examples include income to provide a comfortable living, a sense of accomplishment and self-esteem, personal growth, prestige, respect from other people, and provisions for retirement. KEY QUESTIONS: Why are the identified job rewards important? How do such rewards motivate employees? If rewards are not provided by an employer, how might employees' job performances be affected?

Divide the class into teams to debate the following statement, "The salary is the most important factor in selecting a job." KEY QUESTIONS: Do you agree with this statement? If so, why is money the most important factor? If not, what is the most important factor in selecting a job? Is salary more important than personal satisfaction, growth, and happiness on the job? Why? How important should fringe benefits be in selecting a job? Why?

Is salary or recognition of achievement more important to an employee? Why? Is salary or job prestige more important? Is salary or increased responsibilities more important to an employee? Why?

Invite a panel of family service professionals to discuss quality of life, personal satisfaction, financial rewards, social recognition, and personal and professional contacts made through being in the family service field. Lead a class discussion following the presentation by the panelists. KEY QUESTIONS: How do family service professionals define *quality of life*? What were some areas of personal satisfaction discussed by the family service professionals? How does social recognition affect job performance and job satisfaction?[C]

D. Effective money management

Have students use reference materials to review job benefits. Lead a class discussion emphasizing such example benefits as parking, transportation, and relocation expenses. Lead a class discussion on the information obtained. KEY QUESTIONS: How can paid parking and transportation be classified as job benefits? Why? What benefits are included in relocation expenses? Why are available benefits important when considering a career?[B] [C]

As an enrichment experience, invite a company personnel manager or representative from a personnel agency or provide students references to point out examples of employee benefits that would focus on personal and family needs. Examples include counseling services, child care, recreation/wellness programs, staff development programs, and educational incentives. Address current benefit trends and the resulting benefits to employers, employees, and families. KEY QUESTIONS: How could provision of these benefits improve family life? work performance? Why would an employer consider it financially advantageous to provide these benefits? Which of these benefits are common in various careers related to family service? Why?[C]

Define *cost of living*. Lead a class discussion on the differences in costs of living in various geographical locations. Use Teaching Aid 68, Cost of Living, as a guide. Have students consider costs of local housing, food, utilities, transportation, medical care, taxes, and services. Have students calculate costs of living factors in other locales for comparison with local figures. KEY QUESTIONS: What impact would cost of living have on career decisions? When could making less really result in making more?[B] [C]

Using resource materials, have students write a report on financial benefits of employment. Include such items as insurance, uniforms, housing, meals, transportation, travel expenses, employee expenses, bonuses, stock options, savings and profit sharing, retirement/pension plans, promotions, and credit unions. KEY QUESTIONS: How do fringe benefits affect total salary? How can fringe benefits influence a person making a career decision? Why is it important to weigh the fringe benefits of one job against those offered by another?[B] [C]

Explain to students the concept of hidden costs of employment. Examples of employee costs include initial requirements for additional education/training, periodical professional development requirements, professional organization memberships, license requirements (initial and renewal), work space, clothes, business expenses (such as telephone, supplies, travel, and entertainment), equipment/tools, unsupplied uniforms, required availability of car/transportation, and inventory. Guide students in investigating family service careers to determine the hidden costs to employees. KEY QUESTIONS: What is meant by the quote "It takes money to make money"? Are the hidden costs identified likely to vary among employees within the same career? Why? Which costs identified might ultimately be paid by the employer and become benefits? How might a job's hidden costs influence job selection? personal money management?[C]

Have students determine an average salary for entry-level, semi-professional, skilled, technical, and professional positions in careers related to family service. Divide the class into groups to develop profiles of different sizes of families and develop a budget at each salary level for the described family. KEY QUESTIONS: How adequate is the income for the family described? Would the salary be adequate for a permanent situation or for a temporary situation? What basic standard of living could a family expect to have at the described income level?[B] [C]

Lead a class discussion about budgeting and other methods of reducing costs involved in employment. Examples include using public transportation rather than owning a personal vehicle and paying for parking at work; working for a company that provides uniforms; working for a company that provides discounts; working at a location close to home; and working for an employer that provides child care. KEY QUESTIONS: How do the techniques identified relate to the quote, "A penny saved is a penny earned"? How could a family's net earnings be increased by sound budgeting and money management practices?

TEACHING AID SECTION

The Importance of Nurturing by the Parents When Children Are Very Young

I. There is a mistaken belief that parents are born knowing all of the basics of parenting. It is felt by many that the nurturing of children is natural. Because of statistics showing child abuse, neglect of children, mental and emotional illnesses, and varying other problems, there is a growing realization that there is a real need for parents to learn how to nurture children. The parents must be aware of the different stages that children go through so that they are familiar with what the child is capable of accomplishing at a particular time. In this way the parents are more able to understand and meet the needs of young children.

II. In order to nurture, parents need to develop certain skills and apply the following steps:

A. **Observing** the child's physical, emotional, and intellectual states such as the following:

- pain
- hunger
- fear
- anger
- curiosity
- need to be touched and cuddled
- need for love and affection
- need for sleep

B. **Planning** is important after the need is recognized so that the parent can then attempt to satisfy the need.

C. **Acting** is the next step. Follow through with the plan.

D. After acting the parent needs to **evaluate** and consider whether the action was successful.

III. In order for children to feel secure, there must be guidance from the parents. Limits must be set and clearly understood by the child. Consistency is essential. The parents must be sure that the limits they set are appropriate for the age of the child. By doing this, the parents enable the child to make choices and explore within those limits.

NEEDS OF YOUNG CHILDREN

NEED OR EMOTIONAL STATE	HOW THE NEED OR EMOTION CAN BE RECOGNIZED
Pain	
Fear	
Curiosity	
Discomfort	
Need to be touched and cuddled	
Hunger	
Need for sleep	
Need for affection	
Need for physical activity	
Need for attention	

Children Learn What They Live

If children live with **criticism,**
they learn to **condemn.**

If children live with **hostility,**
they learn to **fight.**

If children live with **ridicule,**
they learn to be **shy.**

If children live with **shame,**
they learn to feel **guilty.**

If children live with **tolerance,**
they learn to be **patient.**

If children live with **encouragement,**
they learn **confidence.**

If children live with **praise,**
they learn to **appreciate.**

If children live with **fairness,**
they learn **justice.**

If children live with **security,**
they learn to have **faith.**

If children live with **approval,**
they learn to like themselves.

If children live with **acceptance** and **friendship,**
they learn to find **love** in the world.

Source: Dorothy Law Nolte. Ross Growth and Development Program, A Service of Ross Laboratories, 1982.

TA 4

ROLE PLAYS

CASE 1

Six year old Jill came running in from playing outside. She was so excited that she let the door slam and tripped over the chair by the door. Jill's mother's first words were, "Jill, you are going to have to think about what you are doing."

Situation A

Jill was excited about something she had seen outside. She understood her mother's words to be concerned that she fell and possibly hurt herself.

Situation B

Jill was excited about something she had seen outside. She was crushed when her mother spoke because she felt "put down" for her actions as well as feeling what she saw was not as important to her mother as it was to her.

CASE 2

One evening, during a quiet family dinner, Johnny mentioned something he had experienced that day. He said, "It was funny how I got into trouble with the teacher today."

Situation A

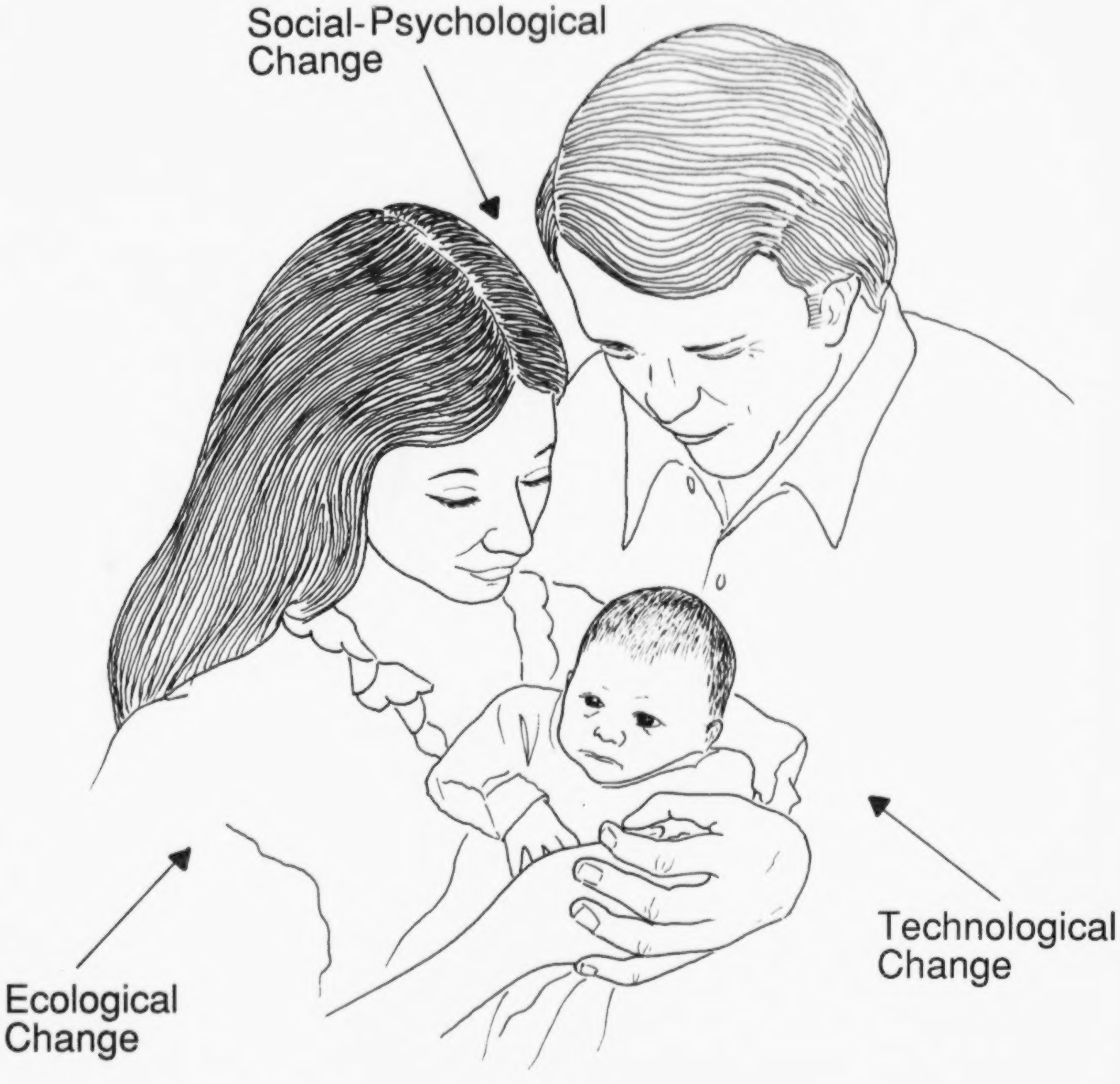
Johnny's parents instantly became angry. "How can getting into trouble be funny?"

Situation B

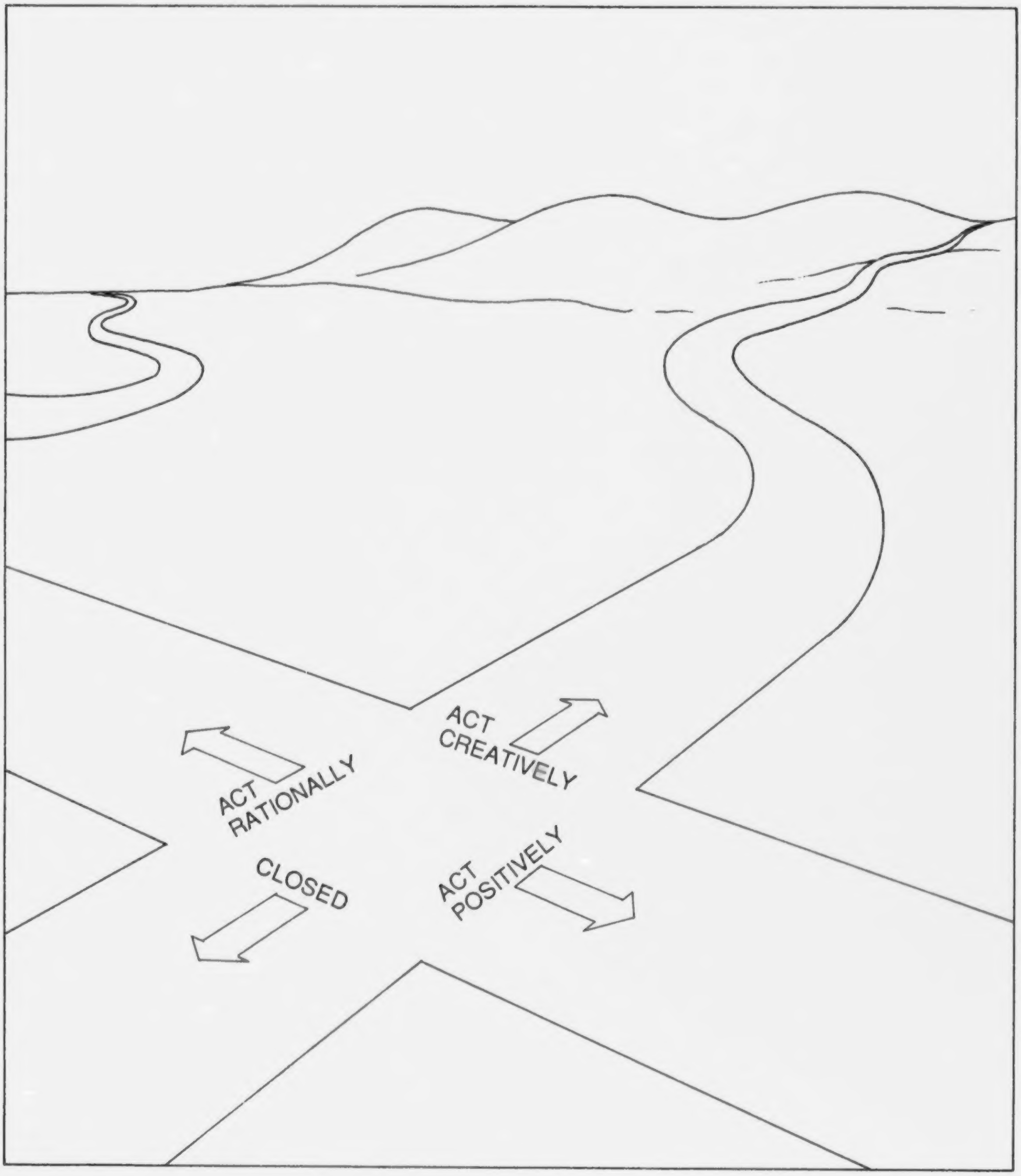
Johnny's parents have a perplexed look, but they give him a chance to explain his side of the situation first.

TA 5

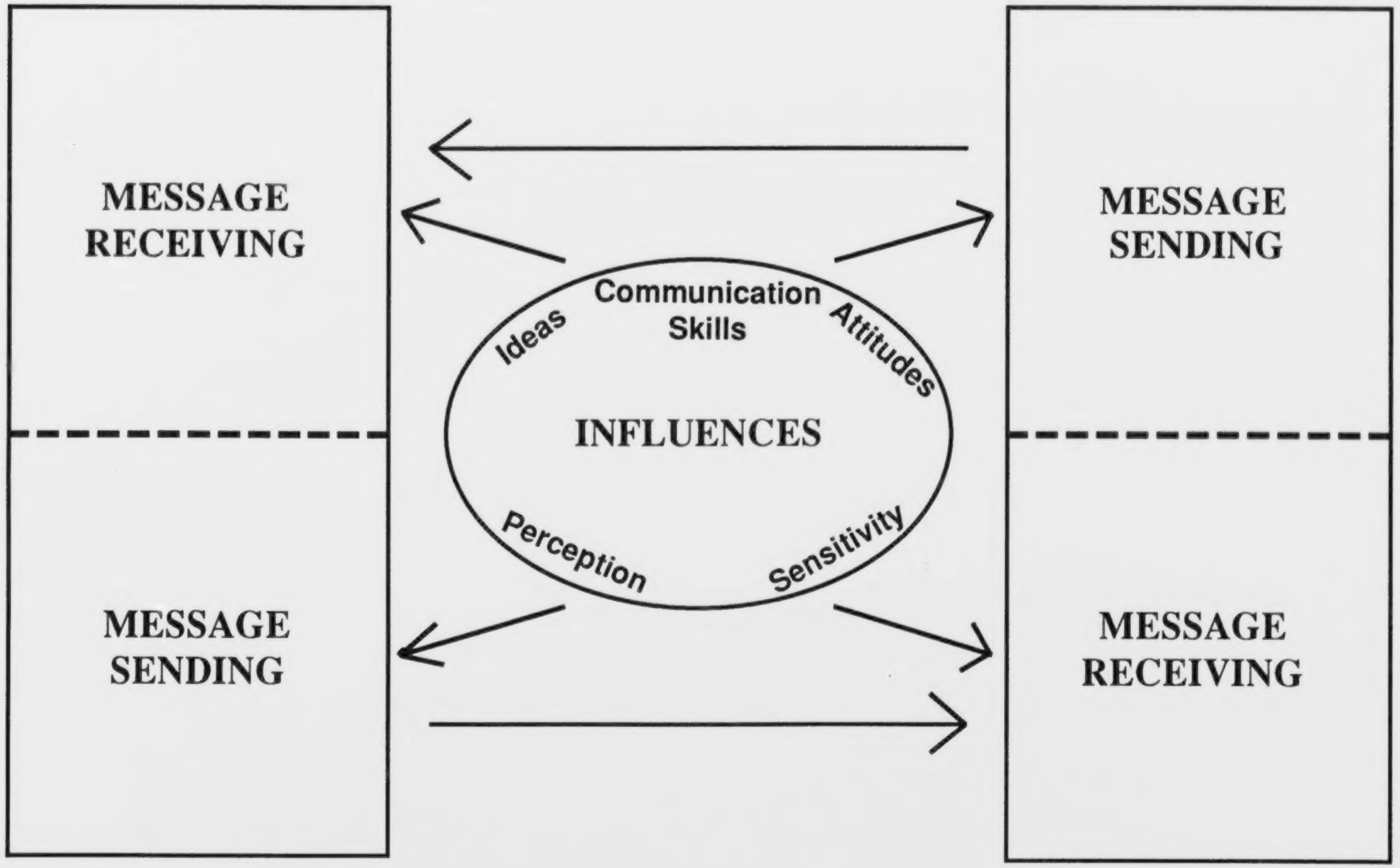
IMPACT OF CHANGE
ON THE FAMILY


Social-Psychological Change
Technological Change
Ecological Change

CHANGE AS OPPORTUNITY


ACT CREATIVELY
ACT RATIONALLY
CLOSED
ACT POSITIVELY

Flow of Communication



MESSAGE RECEIVING

MESSAGE SENDING

MESSAGE SENDING

MESSAGE RECEIVING

INFLUENCES

Ideas

Communication Skills

Attitudes

Perception

Sensitivity

TA 7

Tips for Good Communication in Marriage

- **Recognize your feelings.**
- **Express your good feelings as well as your bad ones.**
- **Explain your intentions.**
- **If necessary, repeat what you have said.**
- **Be specific.**
- **Make sure your message is received as intended.**
- **Avoid jumping to conclusions.**
- **Feed back messages you have received.**
- **Put verbal and nonverbal communication together to get the total message.**
- **Learn to receive messages accurately.**
- **Learn to watch for communication cues:**
  Body language
  Expression of feelings
  Behavioral cues (slamming door, etc.)
  Expression of attitudes

TA 9

The Family Life Cycle

Beginning Stage	Stage 1: Married couple, no children
Expanding Stages	Stage 2: Couple with children up to 30 months Stage 3: Couple with oldest child between 2 1/2 and 6 years
Developing Stages	Stage 4: Couple with oldest child between 6 and 13 years Stage 5: Couple with oldest child between 13 and 20 years
Launching Stage	Stage 6: The time when the oldest child leaves home until the last child leaves home
Middle Years	Stage 7: The time when children leave home until the couple retires
Aging Years	Stage 8: The time of retirement until death of both spouses

Case Studies: Beginning Stage of the Family Life Cycle

Ted and Linda

Ted and Linda are both seventeen years old and neither has graduated from high school. They have decided to get married and try to finish school while they are both part-time employees.

Josh and Maria

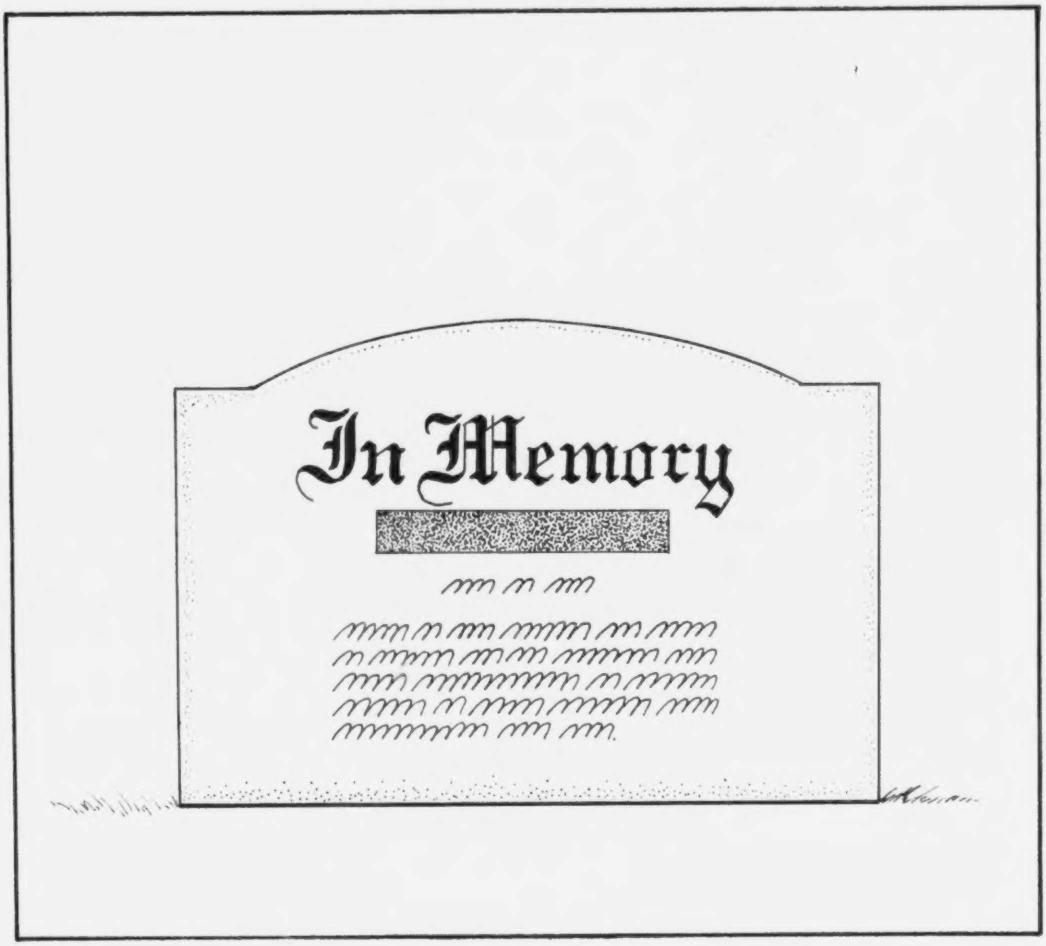
Josh graduated from college two years ago and has been employed as an accountant since graduation. Josh and Maria are getting married during the summer after Maria finishes her degree in journalism.

Raymond and Terri

Raymond and Terri have been out of high school for four years. Raymond has worked for three years as a mechanic. Raymond recently received a promotion and a salary increase from his employer. Terri works at a department store as a sales associate. Terri and Raymond have been married for two months.

FAMILY CRISES:

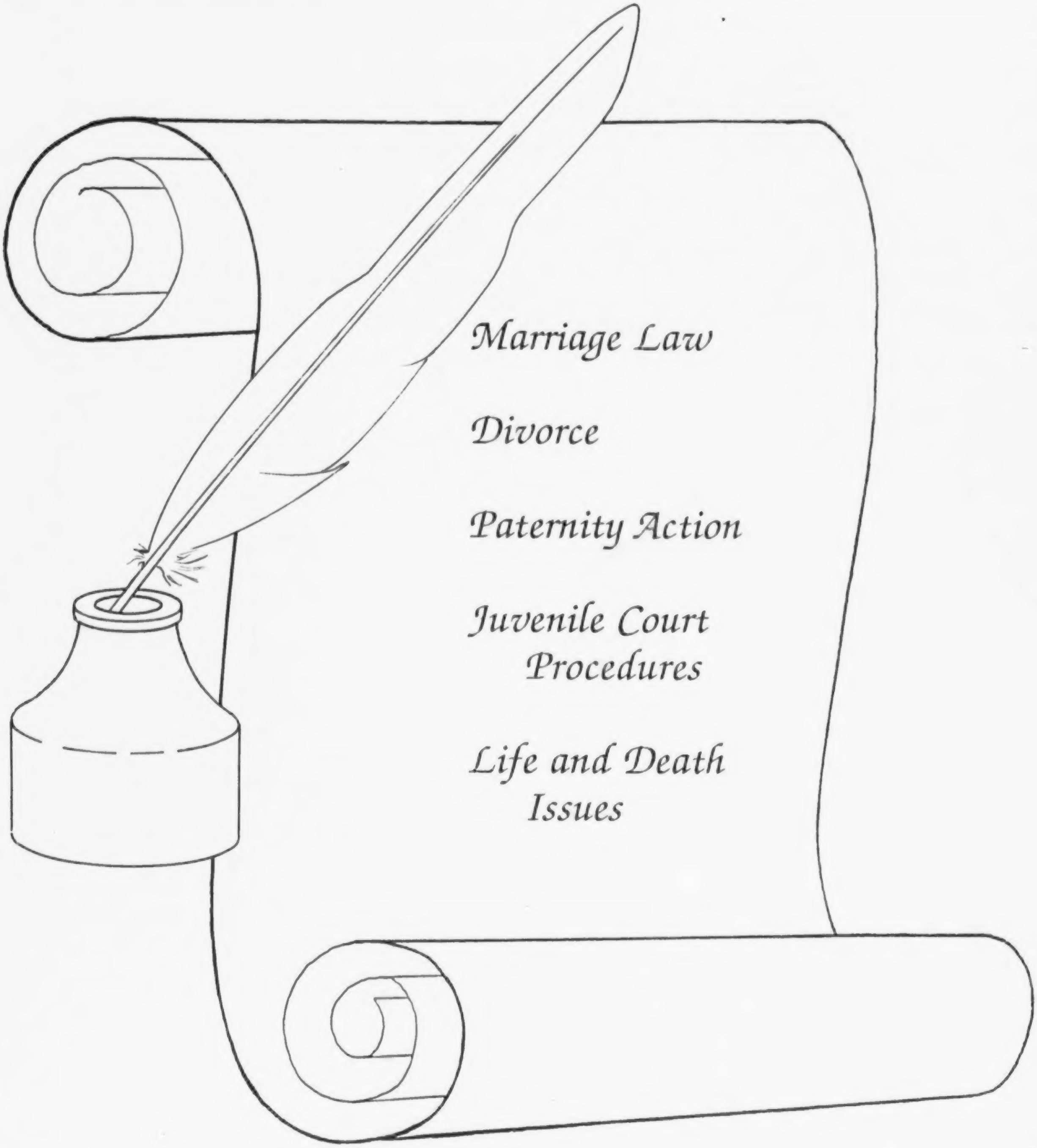
DEATH OF SPOUSE



- •Be able to mourn and express feelings of loss
- •Loneliness
- •Need to start new life without partner
- •Must take over all roles
- •Reestablish self with new status
- •Need to handle financial problems

TA 12

FAMILY LAW



Marriage Law

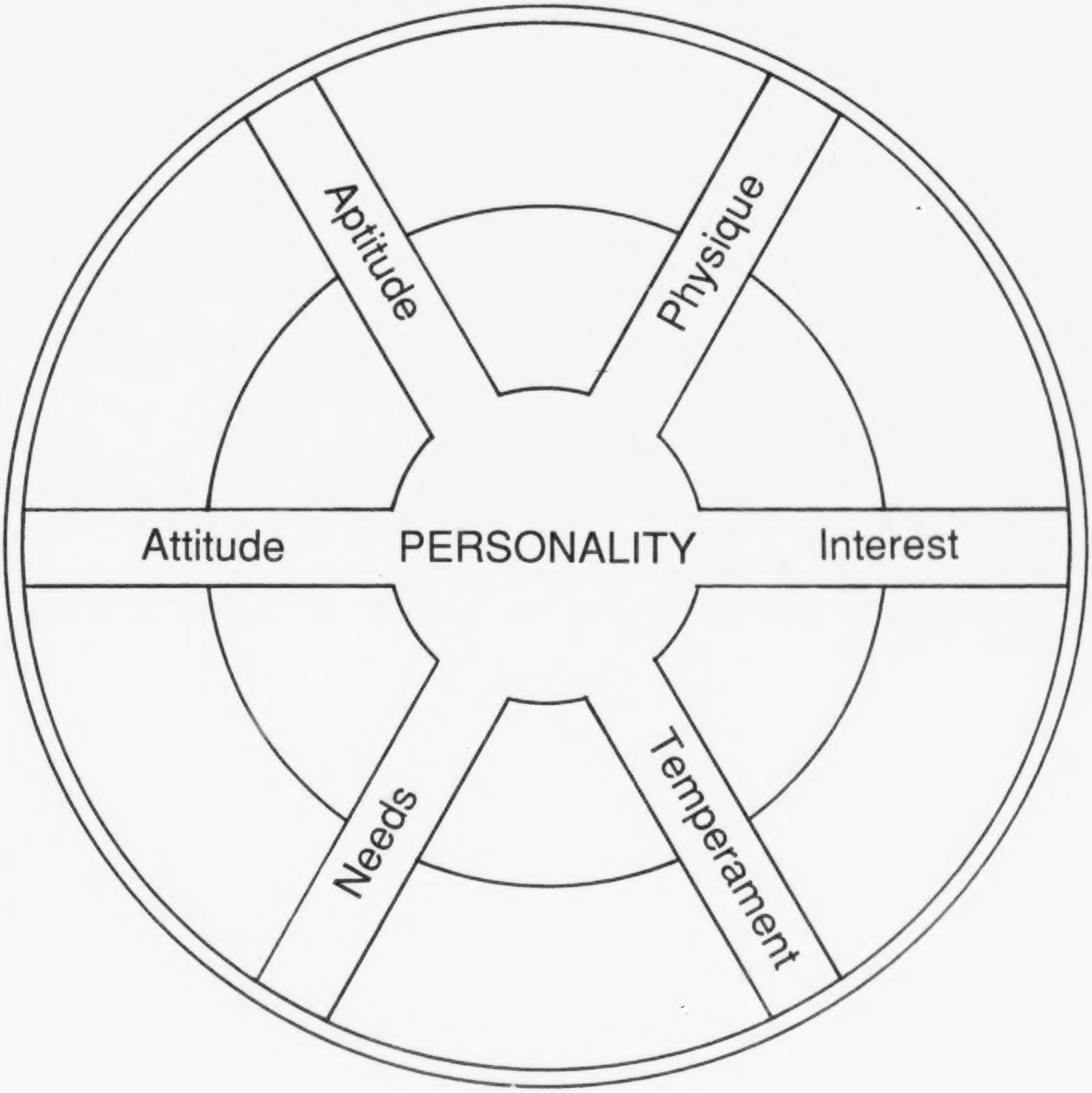
Divorce

Paternity Action

Juvenile Court Procedures

Life and Death Issues

PERSONALITY DIAGRAM


Aptitude
Physique
Attitude
PERSONALITY
Interest
Needs
Temperament

Personality Check List

Rate Yourslef in the Following Areas	Superior	Average	Need to Improve
1. I force my opinions on others.			
2. I hurt the feelings of others.			
3. Criticism causes me to become discouraged.			
4. I control my temper.			
5. I am interested in others.			
6. I excuse my mistakes.			
7. I am tolerant of others and their opinions.			
8. I am able to adjust to most situations without being angry.			
9. I consider the feelings of others.			
10. I am trustworthy and accept responsibility willingly.			
11. I complete tasks I start.			
12. I stand up for my convictions.			
13. I can laugh at my own mistakes.			
14. I gossip about others.			
15. I can control my emotions.			
16. I enjoy being with people.			
17. I am overly critical of others.			

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Personality Characteristics

Rate Yourself in the Following Areas	Superior	Average	Need to Improve
1. Neatness and cleanliness			
2. Courtesy and manners			
3. Cheerfulness and pleasantness			
4. Ambition			
5. Cooperativeness			
6. Honesty			
7. Care of clothing			
8. Sense of humor			
9. Complexion			
10. An even temperament			
11. Good health			
12. Good posture			
13. Dependability			
14. Generosity			
15. High moral standing			
16. Ability to get along with others			
17. Broad-mindedness			
18. Poise			
19. Truthfulness			
20. Naturalness of personality			
21. Tact and diplomacy			
22. Sportsmanship			
23. High standards			

Adapted from: *Occupational Work Experience*, Division of Curriculum, Louisville Public Schools, Louisville, Kentucky.

PERSONAL EVALUATION

Directions: In column one check the words which you feel describe you. In column two check the words you would like to describe you. Compare the two lists. Determine what you need to do to make the second list a reality.

	Always		Usually		Sometimes		Never	
	1	2	1	2	1	2	1	2
1. Honest								
2. Happy								
3. Friendly								
4. Sad								
5. Serious								
6. Sensitive								
7. Jealous								
8. Popular								
9. Shy								
10. Clumsy								
11. Show-off								
12. Afraid								
13. Kind								
14. Modest								
15. Proud								
16. Lazy								
17. Neat								
18. Thrifty								
19. Even-tempered								
20. Dependable								
21. Moody								
22. Liberal								
23. Unreasonable								
24. Angry								
25. Demanding								
26. Conservative								

Adapted from: *Occupational Work Experience*, Division of Curriculum, Louisville Public Schools, Louisville, Kentucky.

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PERSONAL PLAN FOR SELF IMPROVEMENT

Personal Trait I Want to Develop	Why I Want to Develop This Trait	My Plan for Developing This Trait	What I Did	Results

TA 18

HOW MATURE AM I ?

DIRECTIONS: Read the following statements. For each item, place a check (✔) in the column that best describes your own feelings.

	Yes	No
1. Troubles do not easily disturb me.		
2. I make new friends easily and willingly.		
3. I enjoy helping others.		
4. I spend money carefully.		
5. I like to work with others.		
6. I am grateful when someone offers constructive criticism.		
7. When I suffer an injustice, I am forgiving and understanding.		
8. I respect my parent's judgment.		
9. I can be depended upon to complete an assignment or task.		
10. I set realistic goals for myself and strive to reach them.		
11. I have learned to accept things I cannot change.		
12. I have friends among both sexes.		
13. I have a sense of humor.		
14. I am willing to wait for the things I want.		

TA 19a

VALUES, GOALS, AND STANDARDS

Forced Choice Values Test

Directions: Read each pair of items below. Circle the number of the item you prefer. Circle only one number for each pair.

1 to be reasonably sure about the future for myself and my family
12 to do things well

3 to have people think well of me
5 to have as much freedom as possible to do things I want to do

11 to have as many good things as possible
12 to do things well

6 to do new and different things often
11 to have as many good things as possible

7 to have friends
10 to have things neat, orderly, and organized

6 to do new and different things often
8 to create an atmosphere that makes for satisfying family living

3 to have people think well of me
9 to do what is right according to my beliefs

8 to create an atmosphere that makes for satisfying family living
10 to have things neat, orderly, and organized

4 to do things for my family and others
11 to have as many good things as possible

10 to have things neat, orderly, and organized
12 to do things well

2 to have influence with people
11 to have as many good things as possible

4 to do things for my family and others
10 to have things neat, orderly, and organized

2 to have influence with people
12 to do things well

4 to do things for my family and others
7 to have friends

TA 19b

5 to have as much freedom as possible to do things I want to do
8 to create an atmosphere that makes for satisfying family living

2 to have influence with people
3 to have people think well of me

7 to have friends
8 to create an atmosphere that makes for satisfying family living

5 to have as much freedom as possible to do things I want to do
12 to do things well

3 to have people think well of me
11 to have as many good things as possible

6 to do new and different things often
12 to do things well

9 to do what is right according to my beliefs
12 to do things well

1 to be reasonably sure about the future for myself and my family
10 to have things neat, orderly, and organized

3 to have people think well of me
8 to create an atmosphere that makes for satisfying family living

5 to have as much freedom as possible to do things I want to do
6 to do new and different things often

6 to do new and different things often
10 to have things neat, orderly, and organized

1 to be reasonably sure about the future for myself and my family
5 to have as much freedom as possible to do things I want to do

3 to have people think well of me
6 to do new and different things often

5 to have as much freedom as possible to do things I want to do
7 to have friends

10 to have things neat, orderly, and organized
11 to have as many good things as possible

2 to have influence with people
4 to do things for my family and others

TA 19c

8 to create an atmosphere that makes for satisfying family living
9 to do what is right according to my beliefs

8 to create an atmosphere that makes for satisfying family living
12 to do things well

4 to do things for my family and others
5 to have as much freedom as possible to do things I want to do

9 to do what is right according to my beliefs
11 to have as many good things as possible

1 to be reasonably sure about the future for myself and my family
2 to have influence with people

9 to do what is right according to my beliefs
10 to have things neat, orderly, and organized

6 to do new and different things often
7 to have friends

4 to do things for my family and others
6 to do new and different things often

2 to have influence with people
5 to have as much freedom as possible to do things I want to do

4 to do things for my family and others
8 to create an atmosphere that makes for satisfying family living

2 to have influence with people
9 to do what is right according to my beliefs

1 to be reasonably sure about the future for myself and my family
8 to create an atmosphere that makes for satisfying family living

5 to have as much freedom as possible to do things I want to do
10 to have things neat, orderly, and organized

7 to have friends
9 to do what is right according to my beliefs

1 to be reasonably sure about the future for myself and my family
11 to have as many good things as possible

3 to have people think well of me
10 to have things neat, orderly, and organized

TA 19d

2 to have influence with people
8 to create an atmosphere that makes for satisfying family living

3 to have people think well of me
4 to do things for my family and others

2 to have influence with people
6 to do new and different things often

2 to have influence with people
10 to have things neat, orderly, and organized

6 to do new and different things often
9 to do what is right according to my beliefs

1 to be reasonably sure about the future for myself and my family
6 to do new and different things often

3 to have people think well of me
7 to have friends

7 to have friends
11 to have as many good things as possible

2 to have influence with people
7 to have friends

4 to do things for my family and others
9 to do what is right according to my beliefs

5 to have as much freedom as possible to do things I want to do
11 to have as many good things as possible

1 to be reasonably sure about the future for myself and my family
4 to do things for my family and others

8 to create an atmosphere that makes for satisfying family living
11 to have as many good things as possible

1 to be reasonably sure about the future for myself and my family
7 to have friends

3 to have people think well of me
12 to do things well

1 to be reasonably sure about the future for myself and my family
3 to have people think well of me

5 to have as much freedom as possible to do things I want to do
9 to do what is right according to my beliefs

1 to be reasonably sure about the future for myself and my family
3 to have people think well of me

4 to do things for my family and others
12 to do things well

1 to be reasonably sure about the future for myself and my family
9 to do what is right according to my beliefs

7 to have friends
12 to do things well

Source: *Teaching Topics*, Institute of Life Insurance and Health Insurance Institute, Vol. 19, No. 2, Spring, 1970: 7-8, 11.

TA 19f

Directions for Scoring Values Test

1. Count the number of times you circled #1 on the Values Test and insert the number counted in the blank to the left of statement #1 below. Do this for each of the items through #12.

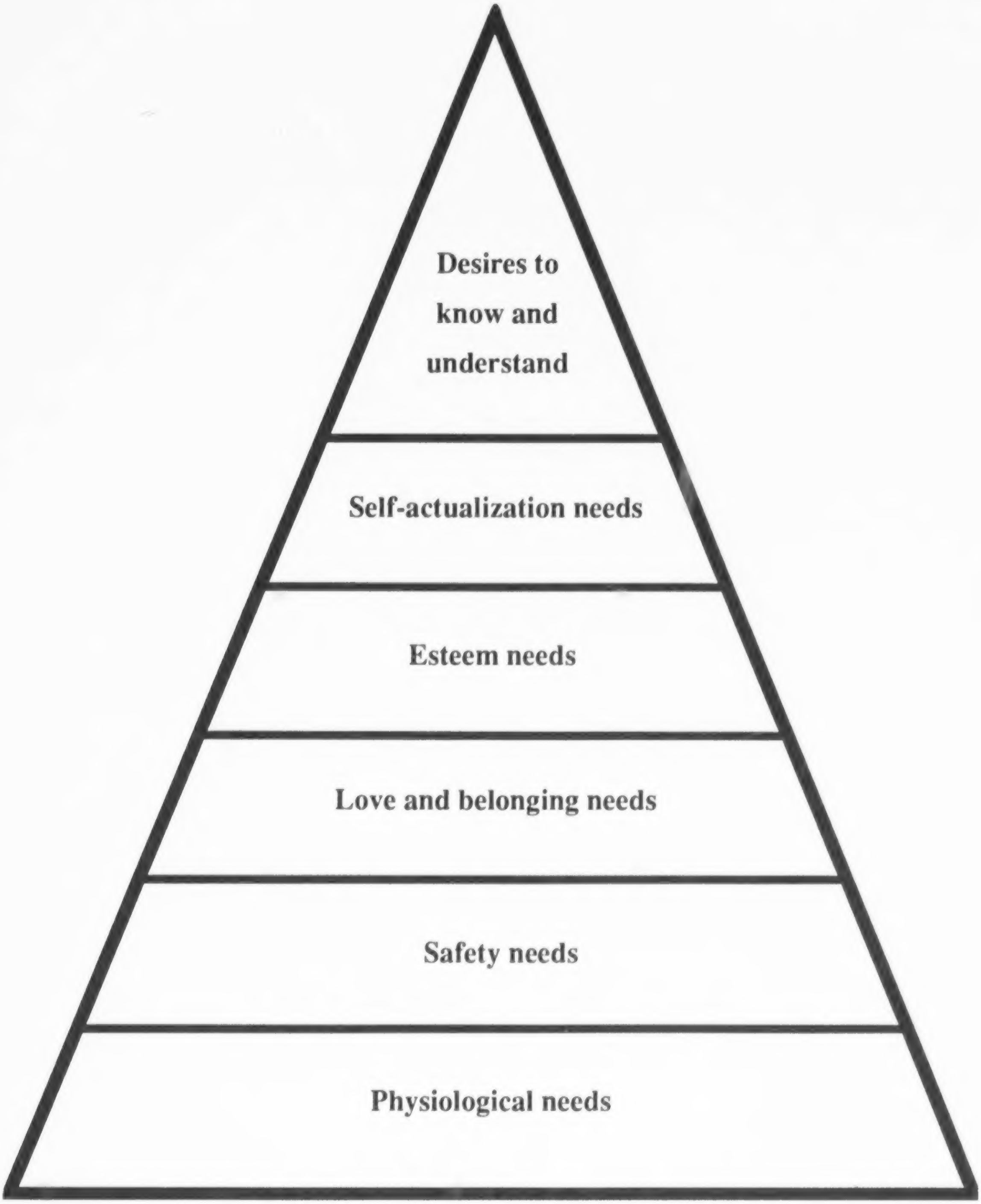
2. Rank the items in the column to the right by assigning number one to the item that you circled the most times, number two to the item circled the second highest number of times, etc. In case of a tie, give the items all the same rank, but allow a full number count for each item. For example, if there is a tie on number three, assign two number threes, which take up the three and four spots making five the next rank.

3. When you have completed ranking, you may look at the key to the left of the ranking and determine the highest to lowest values. For example, if #10 is ranked one, your highest value is "Orderliness."

Number of times circled			**Rank**
________	Security	1. to be reasonably sure about the future for myself and my family	____
________	Influence	2. to have influence with people	____
________	Recognition	3. to have people think well of me	____
________	Helpfulness	4. to do things for my family and others	____
________	Freedom	5. to have as much freedom as possible to do the things I want to do	____
________	New Experiences	6. to do new and different things often	____
________	Friendliness	7. to have friends	____
________	Family Life	8. to create an atmosphere that makes for satisfying family living	____
________	Religion	9. to do what is right according to my beliefs	____
________	Orderliness	10. to have things neat, orderly, and organized	____
________	Wealth	11. to have as many good things as possible	____
________	Workmanship	12. to do things well	____

TA 20

Maslow's Hierarchy of Needs


Desires to know and understand
Self-actualization needs
Esteem needs
Love and belonging needs
Safety needs
Physiological needs

FACT OR FICTION?

MEN ARE...	WOMEN ARE...
aggressive	vain
unsociable	coy
rational	nurturing
business first	pretty
the pursuer	homemakers
direct	emotional
intelligent	pursued
cold	more socialized
insensitive	family first
breadwinners	passive
less involved as parents	sensitive
stronger physically	talkative, gossip
quiet	fragile
unconcerned with personal looks	responsible for children

The Process of Nonverbal Communication

Become aware of your own communication through body language.

Become aware of the body language of others.

Identify different aspects of nonverbal communication.

- physical appearance
- facial expressions
- posture
- ways of movement
- grunts, groans, yawns

Constructive Communication

"I" Statements

Each person states what he or she thinks or feels. "I think ..."

Clarifying

Each person attempts to clarify what each other says. "Are you saying that . . ."

Reflecting

A parent mirrors back the child's feelings by saying, "You seem to be feeling . . . about . . ." The child understands that the parent clearly understands.

Expressions of Affection

Effective communication requires that family members are affectionate.

touching - Family members learn to hug, embrace, and pat.
sharing - Giving to others and doing something for others is very important.
spending time - Parents may arrange to spend a certain time of the week with each child.

Self-Defeating Patterns

Threats

"You'll get a spanking if you don't come here right now."

Bribes

If/then fallacy. "If you will clean your room, then you can have ice cream."

Promises

Children lose trust. Parents provide children with unrealistic expectations. "You can't go to the movies tonight, but I promise you can go tomorrow night."

Sarcasm

A sound barrier to learning. "How many times must I repeat the same thing? Are you deaf? Why don't you listen? Who do you think you are?"

Invitations to Dishonesty

Children lie because they are not allowed to tell the truth. "Who left this mess in the bathroom?" Lies tell truths about fears and hopes. We want children to learn that there is no need to lie to us. Be factual and realistic. Do not ask questions if you already know the answer.

Action Plan Form for Constructive Communication

1 Name one type of constructive communication you wish to learn or improve.

2 Name the people you will communicate with.

3 Name situations in which you will use constructive communication.

4 Describe the results of your constructive communication action plan.

Traditional Methods of Resolving Conflict

Procrastination

"When in doubt, stall."

Result: partner is treated like nonperson

Third-Party Judgment

"Let's ask George to decide."

Result: avoids risk, learning, and responsibility

Peaceful Coexistence

"Let's agree to disagree."

Result: no shared commitment to important goals

Compromise

"I'll do this and you do that."

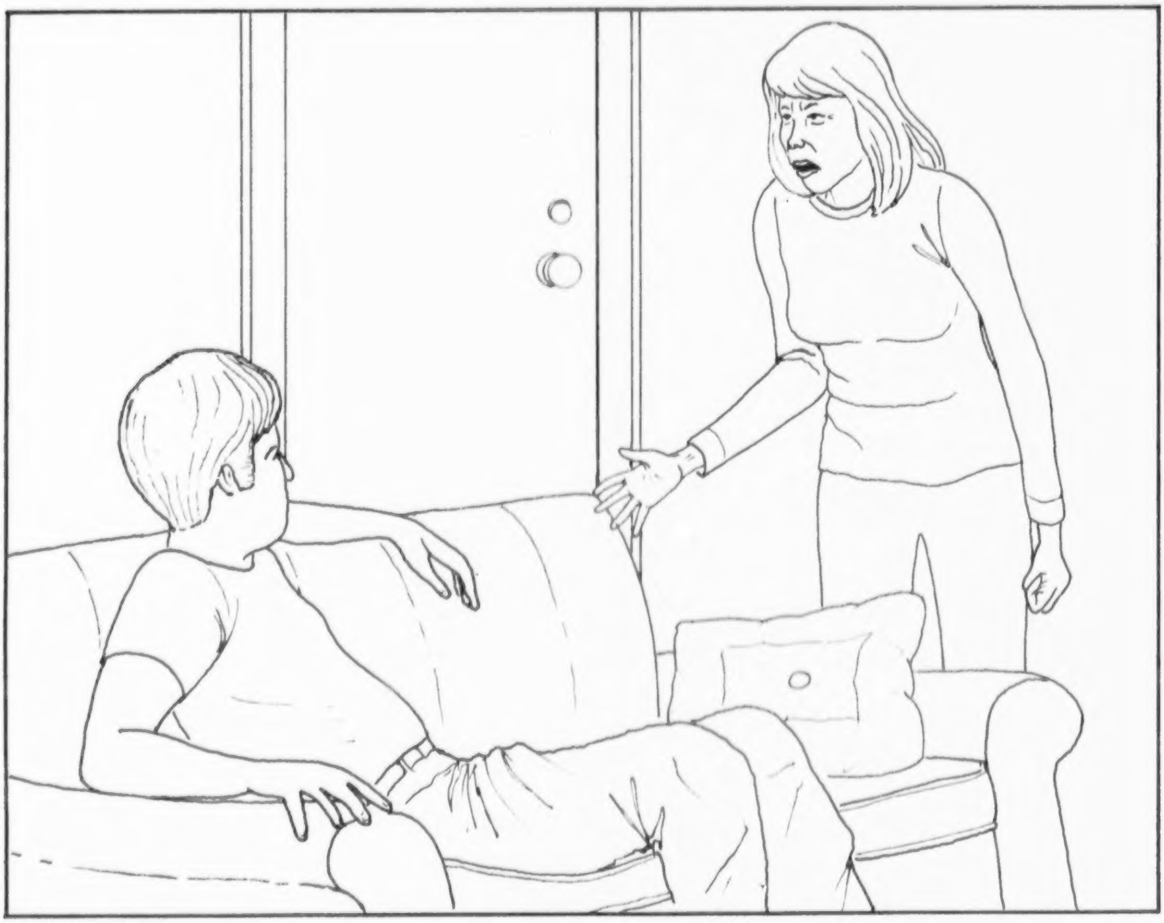
Result: usually avoids the real issue

Concession

"O.K., we'll do it your way."

Result: martyrdom of one partner

CONFLICT

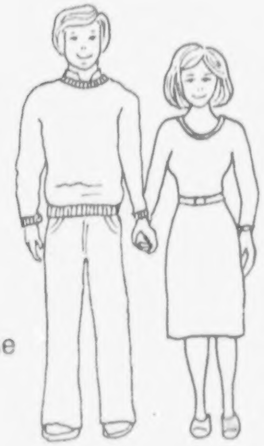


Unsuccessful Ways of Responding to Conflict

Aggression
Manipulation
Submission
Silent Treatment
Denial
Withdrawal

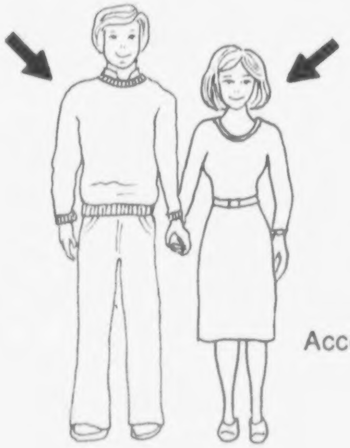
WAYS TO SOLVE
DISAGREEMENTS

Joint Decision

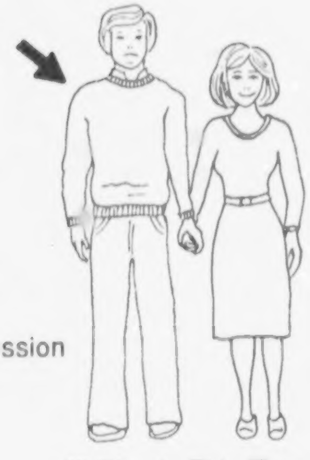


Compromise

My Own View

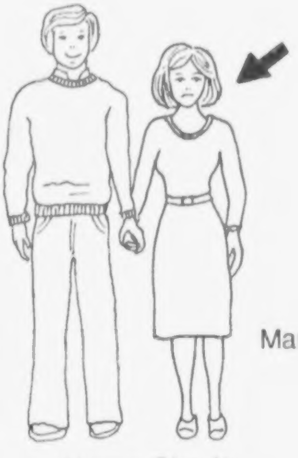


Accommodation



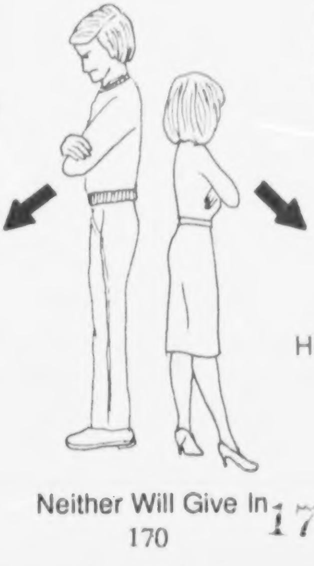
Concession

I'll Give in This Time



Martyrdom

I Always Give In

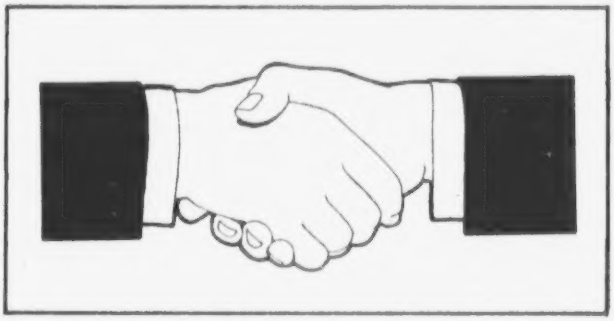


Hostility

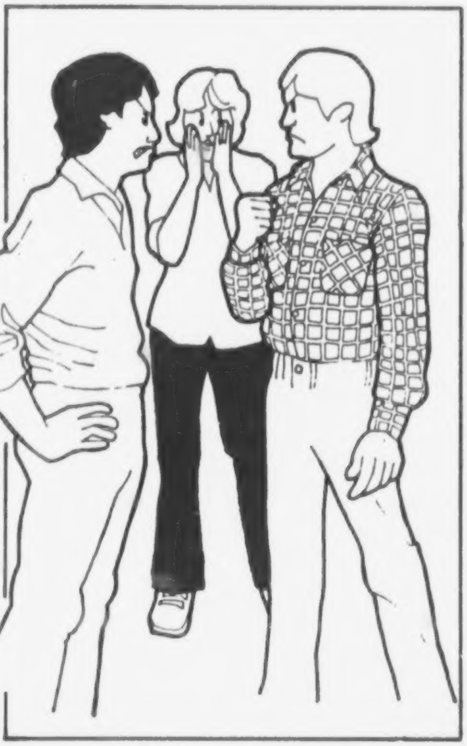
Neither Will Give In

TA 28

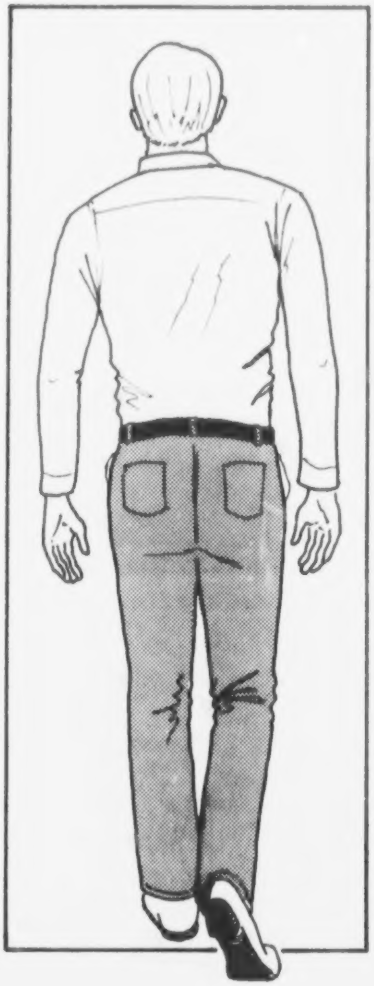
THREE APPROACHES TO RESOLVING CONFLICTS



Resolution of conflict is only possible through effort from both partners.

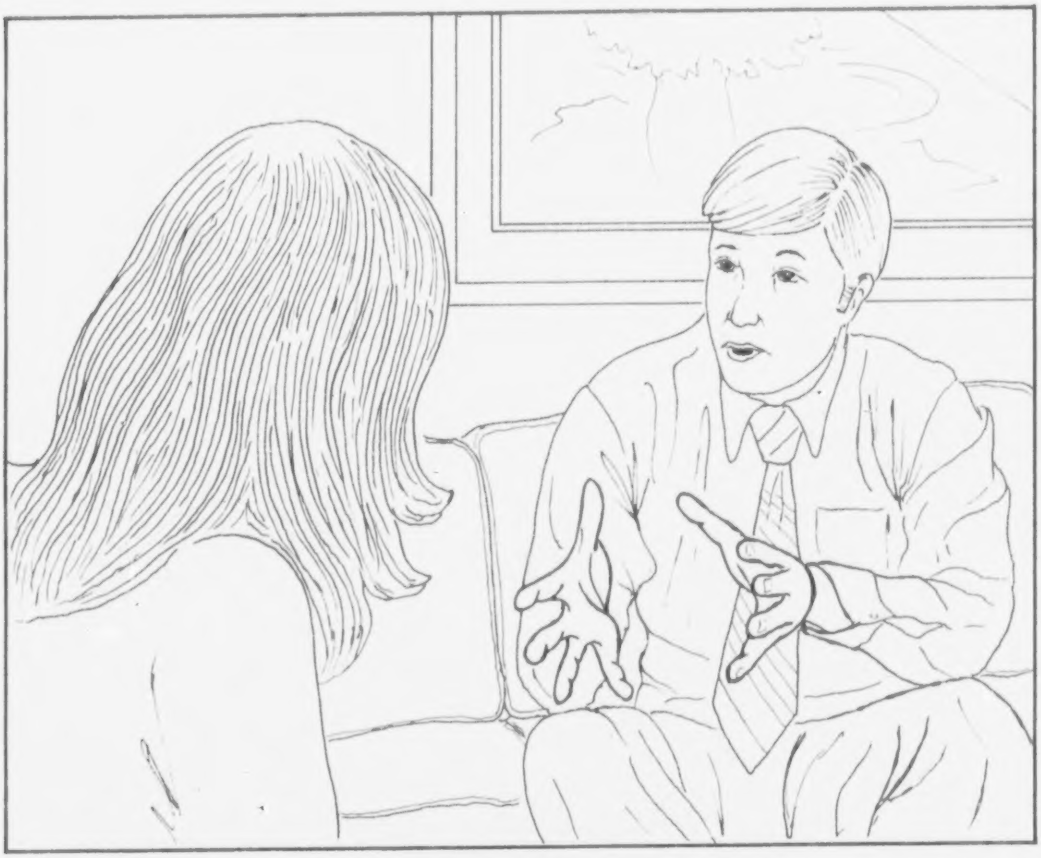


Others overreact



Some can't cope with situations of conflict and cop-out by leaving.

SYNERGISTIC METHOD OF
CONFLICT RESOLUTION



"Let's face our disagreement and work it through to a new result."

Result: Moves conflict to problem-solving experience.
Uses dynamics of facts, feelings, and attitudes.

Methods: 1. Asking questions and sharing answers
"What are the facts we need to know?"
"What are our goals?"
"What obstacles must be overcome?"
"What alternative paths might lead to our goals?"
"Who needs to do what?"
2. Listening, gaining insight, sharing
3. Giving feedback, checking out partner's thoughts and feelings
4. Finding doorways of choice

REASONS FOR DATING

Gender Identity

Weaning From Family

Social Competence

Communication Skills

Assessing Ego Needs

Clarification of Life Philosophy

Coping With Sexual Feelings

Relating to Other Sex

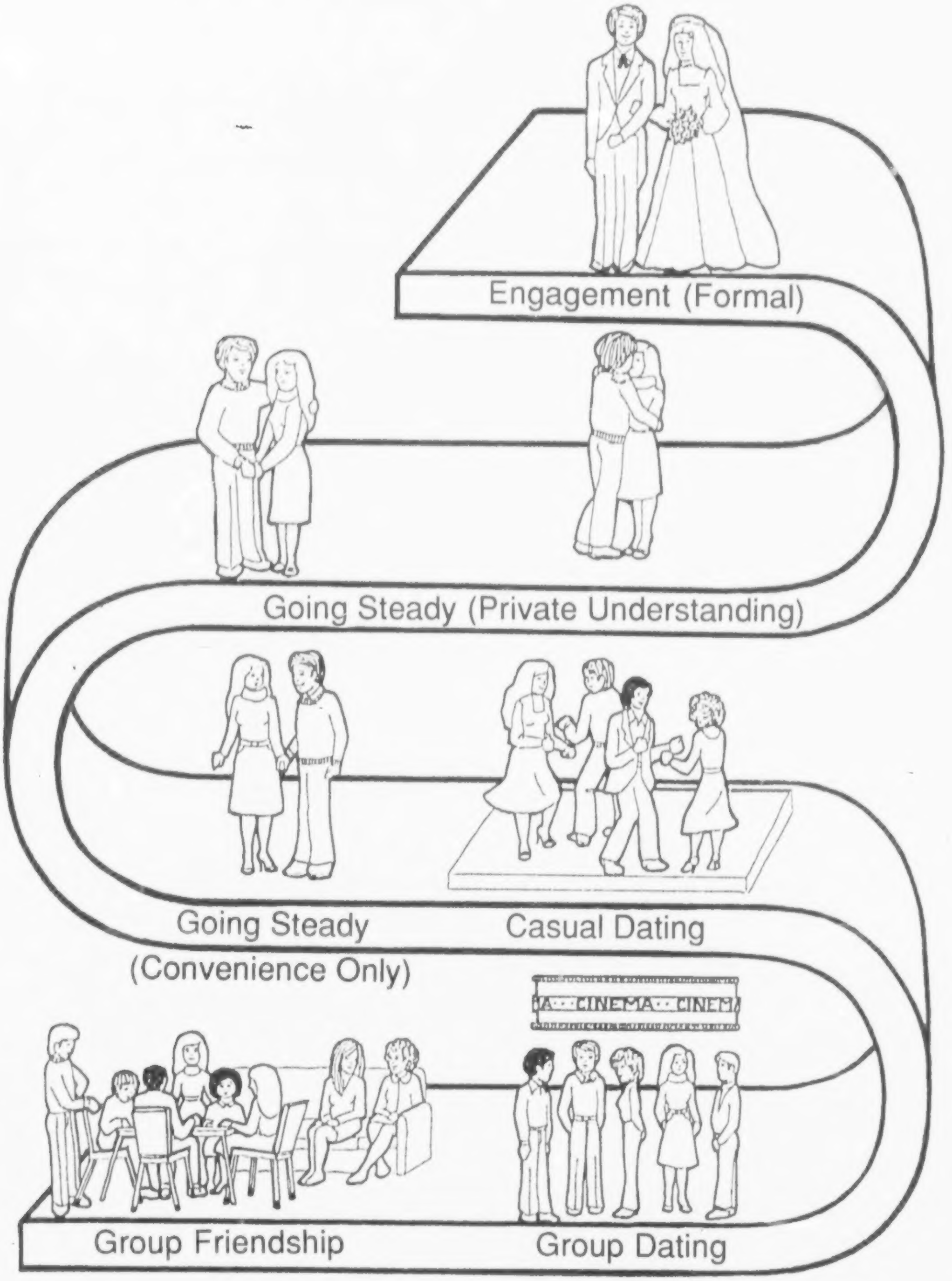
Developing Meaningful Relationships

Self-Understanding

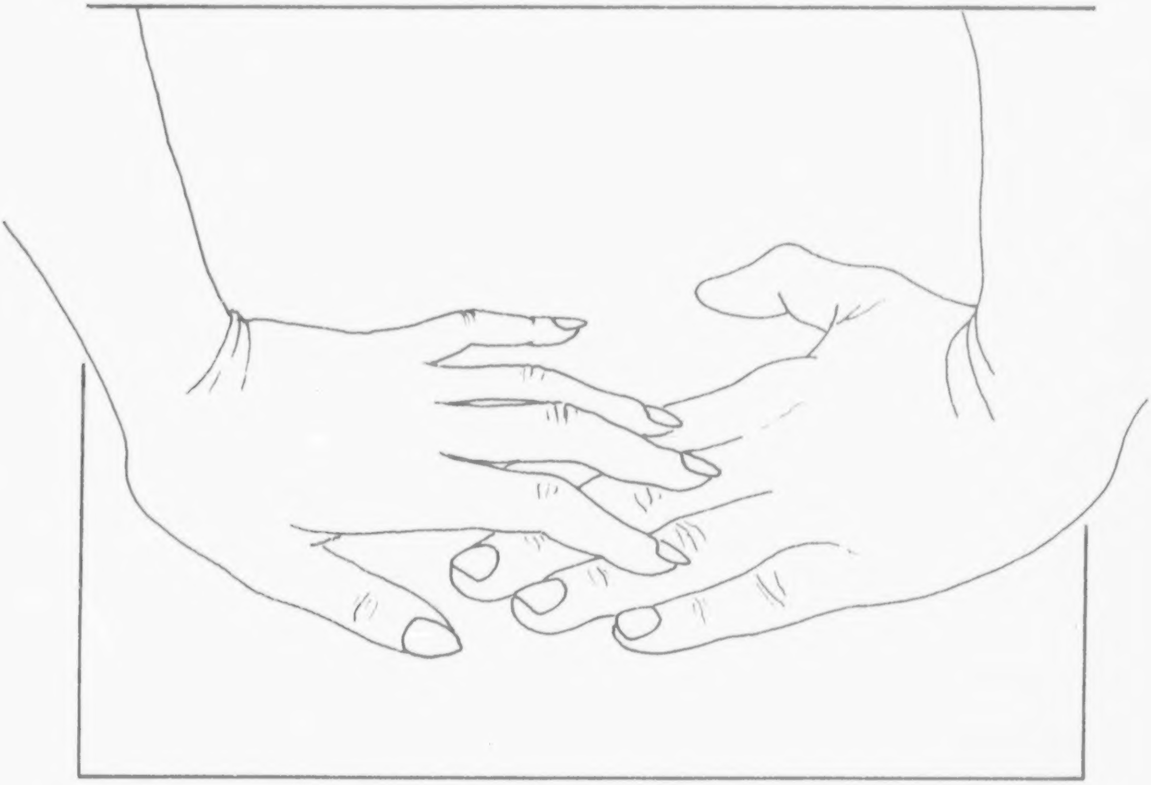
Others?

TA 31

THE DATING ROUTE


Engagement (Formal)
Going Steady (Private Understanding)
Going Steady
(Convenience Only)
Casual Dating
A··CINEMA··CINEM
Group Friendship
Group Dating

FACTORS AFFECTING
MATE SELECTION



- Age
- Education
- Affinity
- Mutual Values
- Parental Influence
- Physical Characteristics and Attraction
- Personality
- Kinship Restrictions
- Complementary Needs
- "Ideal Mate Image"
- Social Class
- Ethnic, Racial, and Religious Factors

IS IT LOVE?

Infatuation

☐ Overwhelming, selfish feelings
☐ Emotional
☐ Concern for own welfare
☐ Limited feeling of responsibility
☐ Decreases friendships
☐ Very selfish
☐ Distrusts others
☐ Destroys purpose and ambition
☐ Physical attraction important
☐ Pretends faults do not exist
☐ Partners seek rewards but give little
☐ "I" feeling

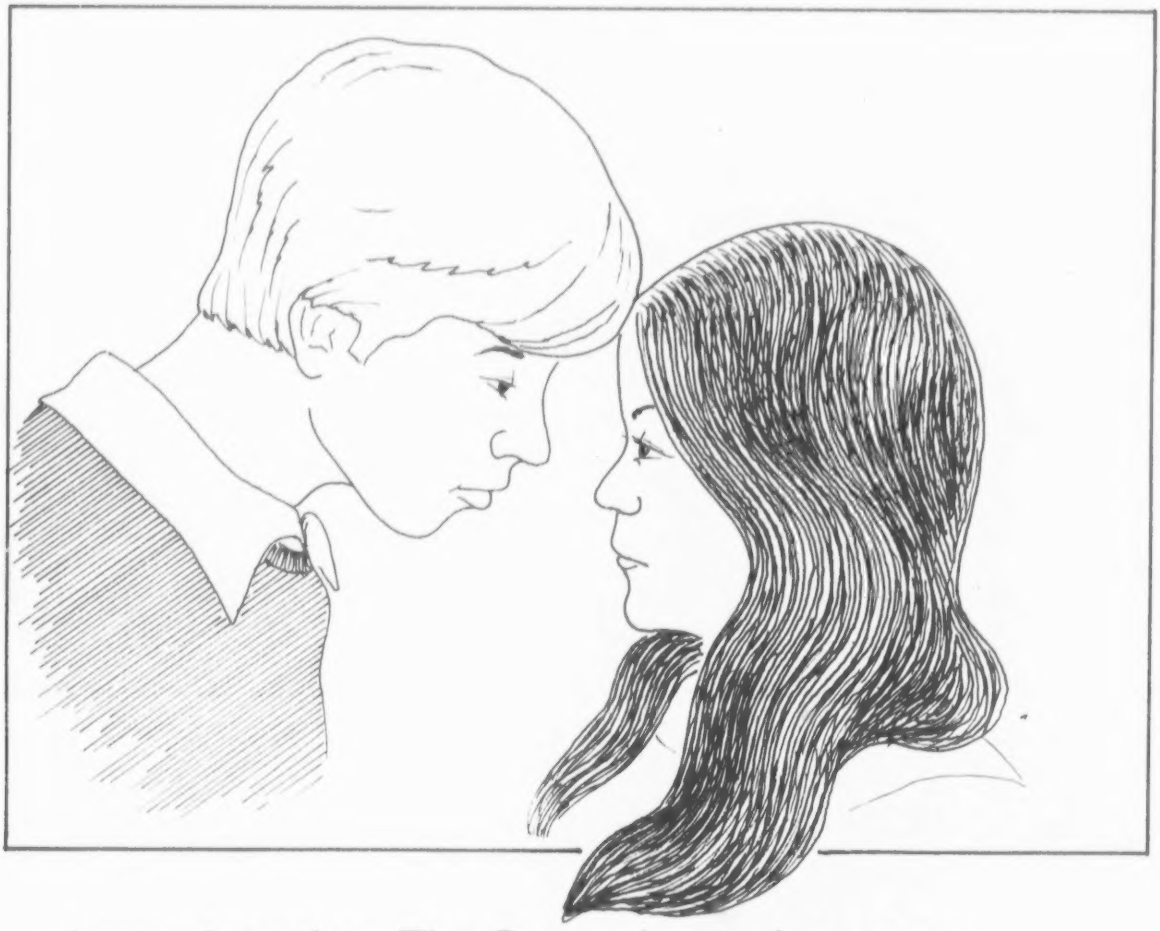
Physical Attraction

☐ Sensuous feelings
☐ Physically urgent
☐ Concern for own sexual needs
☐ Little feeling of responsibility
☐ Prefers isolation
☐ Possessive and demanding
☐ Jealous when needs not met
☐ Promotes feelings of guilt
☐ Erotic physical feelings very important
☐ Unconcerned with personality
☐ Partners demand fulfillment without thought of other person
☐ Possessive feeling

Love

☐ Strong personal attachment
☐ Personal growth involved
☐ Concern for other's welfare
☐ Growing feeling of responsibility
☐ Increases friendships
☐ Unselfish
☐ Acceptance of others
☐ Feels pride, confidence, ambition
☐ Physical attraction somewhat important
☐ Accepts faults
☐ Partners give generously
☐ "We" feeling

STAGES OF LOVE



Love of another, The One

Love of The One

Love of opposite sex, all

Love of opposite sex, older

Love of same sex, older

Love of same sex

Love of peers

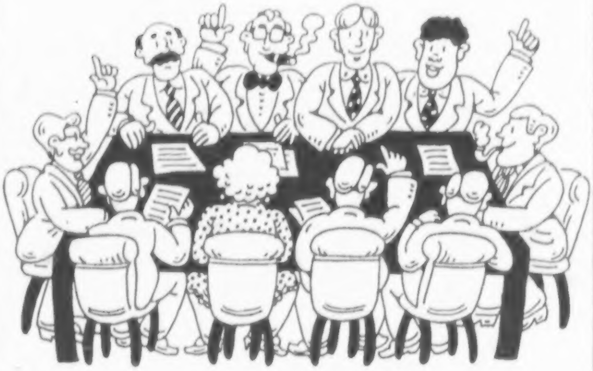
Love of nurturer

Love of entertainment

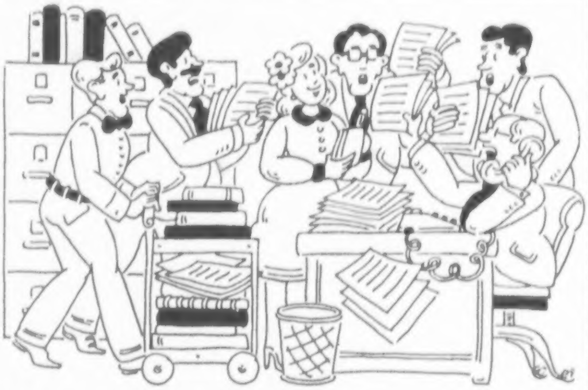
Self-love

TA 35

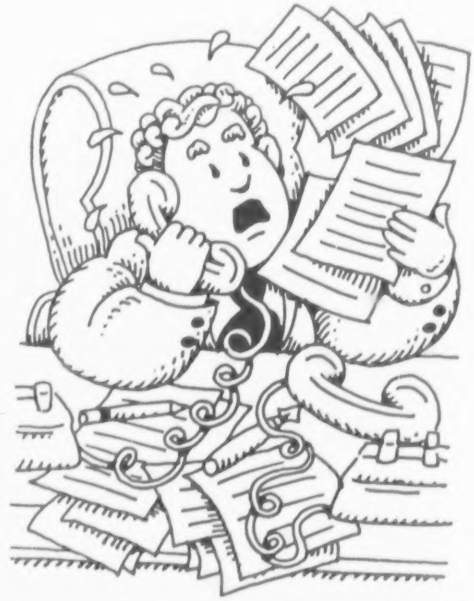
MANAGEMENT PROCESS



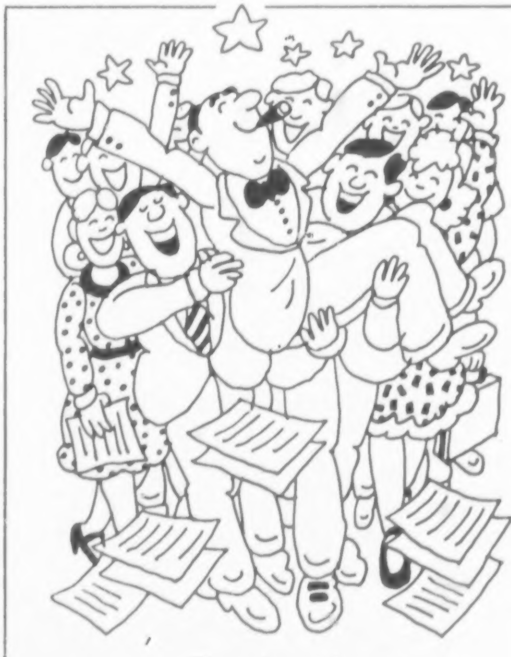
Planning



Initiating



Controlling



Evaluating

Work Smarter, Not Harder!

Look at time management in terms of what you want from your work and your life. After all, time is life. To manage your time wisely, follow the time management principles below.

Set Goals and Assign Priorities

Identify long-term and short-term goals. Goals and priorities help manage time, work, and life.

Make a Daily "To Do" List

Each day, write down goals identified. Prioritize the list of goals according to importance. Assign each item on the list a letter or number.

Work on Goals According to Priority

Begin with the goal identified as the first priority. After completing the first goal, work on the remaining goals in order of priority.

Use Time Wisely

Throughout the day, consider what is the best use of time at the present. When extra time is available between appointments or obligations, use the time to work toward a goal on the "To Do" list.

Do It Now!

Procrastination causes a problem to get worse when action is postponed. Procrastination also increases stress as a person thinks about work that needs to be done.

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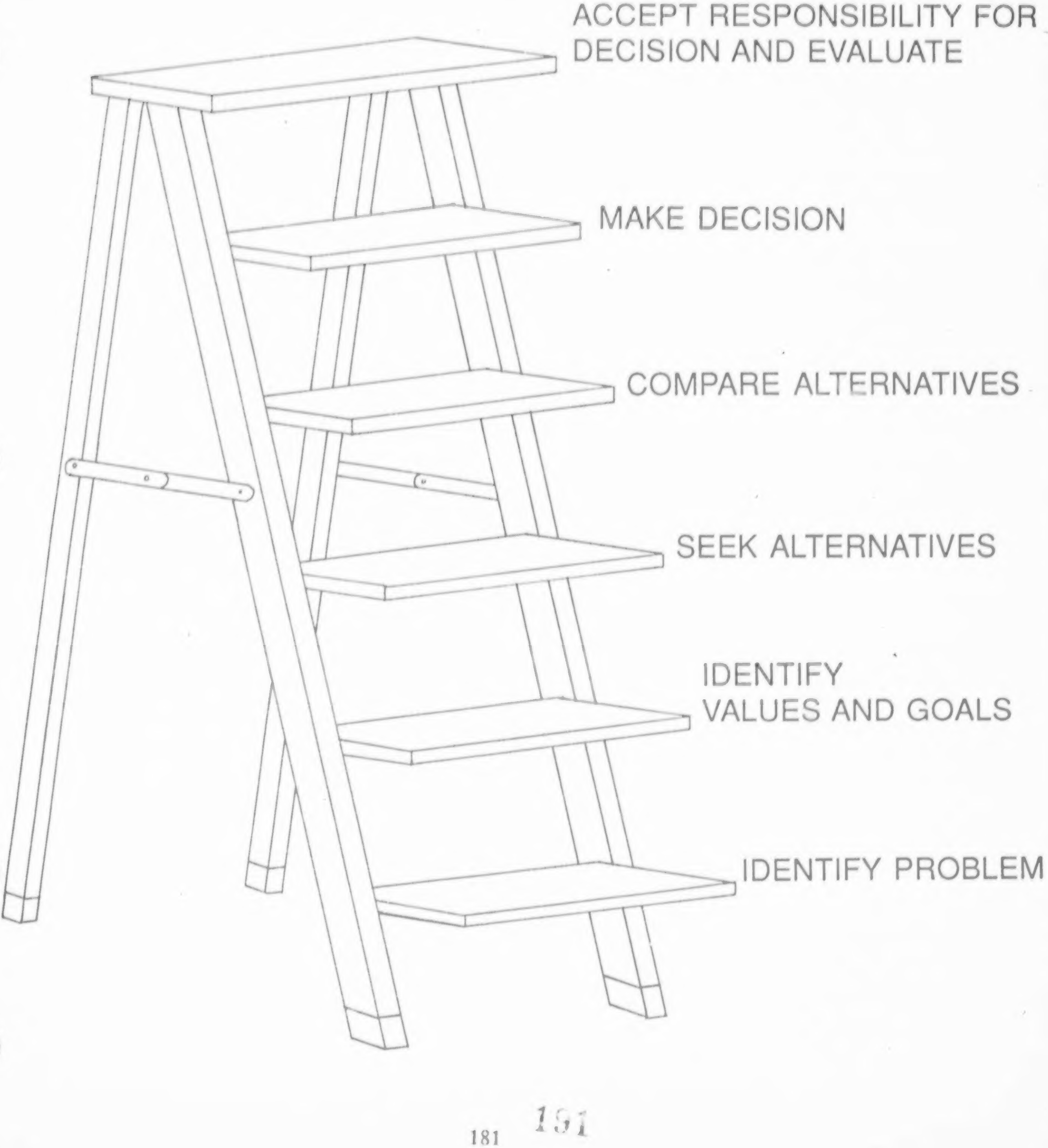
Money Management Questionnaire

Opinion surveys can be helpful in discovering attitudes toward money management. Respond to each of the following items by placing a check in one of the three columns to indicate your opinion.

	Agree	Disagree	Undecided
1. Clearly defined goals contribute to effective use of income.			
2. A large income is essential to family security and happiness.			
3. Budgeting takes the fun out of spending.			
4. A budget is a plan for the use of income.			
5. Needs and wants are the same thing.			
6. Families with high incomes do not need to budget.			
7. Parents should tell a child how to spend his or her money.			
8. Every member of the family should have a say in how family income is to be spent.			
9. High price means top quality.			
10. Advertising provides helpful buying information.			
11. Impulse buying is a good way to get the goods and services you really want.			
12. A sound credit rating is a valuable financial asset.			
13. Credit can help families raise their level of living.			
14. Buying on credit costs more than paying cash.			
15. Investing in the stock market is the best way to provide financial security.			
16. Consumers pay for trading stamps in the long run.			
17. Government services are free.			
18. Our system of mass production offers advantages to individuals and families.			
19. Government protects the rights of consumers.			
20. Consumers play only a minor part in the success or failure of our economy.			

STEPS TO DECISION MAKING


ACCEPT RESPONSIBILITY FOR DECISION AND EVALUATE
MAKE DECISION
COMPARE ALTERNATIVES
SEEK ALTERNATIVES
IDENTIFY VALUES AND GOALS
IDENTIFY PROBLEM

Credit: Is It Worth It?

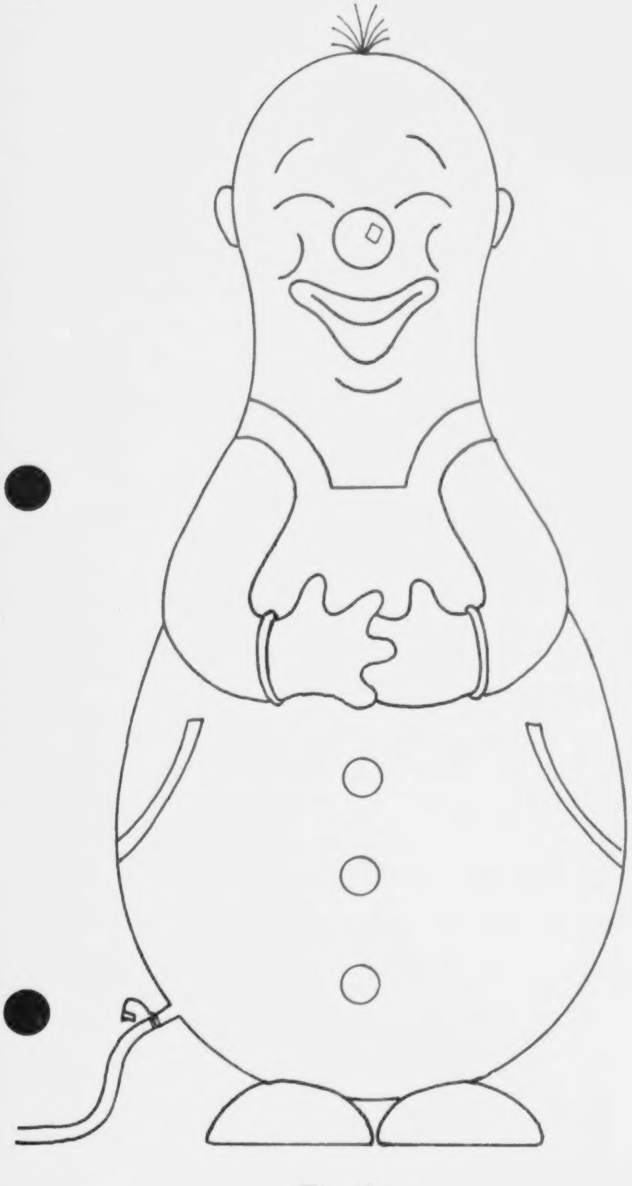
Advantages

- Items may be purchased when needed.
- An individual may purchase items for which he or she is unable to save.
- A person may save money by purchasing an item on sale when cash is not available.
- Better repair service may be available when money is owed on the merchandise.
- A credit rating is established so that emergency credit is easier to obtain in the future.

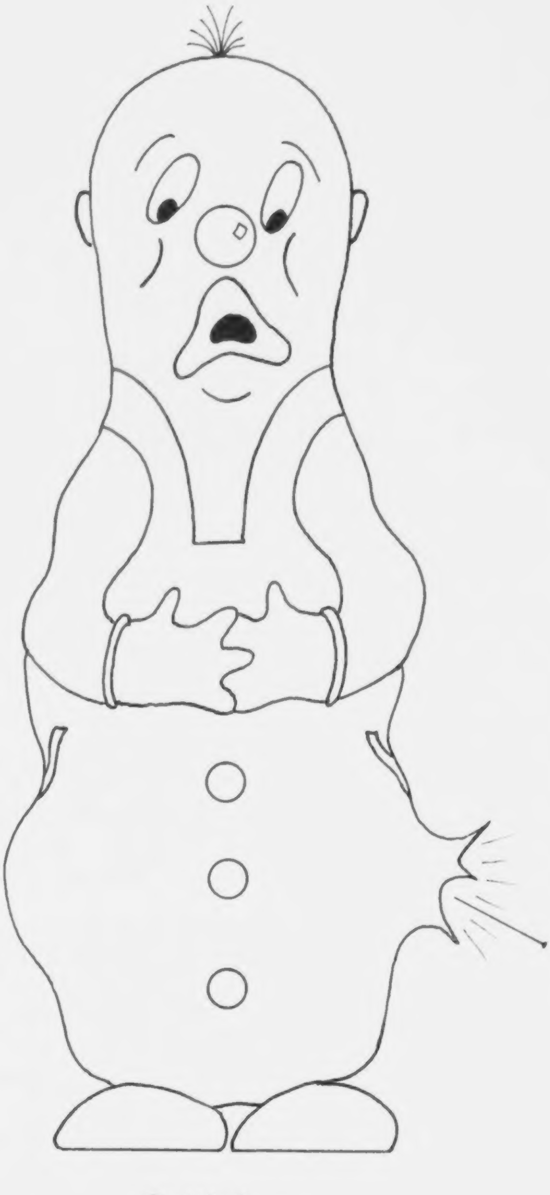
Disadvantages

- High interest rates may be charged.
- One may be tempted to buy items that are not needed.
- A person may become obligated for more payments than he or she can afford.
- If payments cannot be completed, the merchandise is returned and the buyer loses any payments made.
- A person is not likely to shop around for best buys.
- Credit agreements or contracts may be hard to understand.
- One can become a victim of a con.

INFLUENCES ON
SELF-ESTEEM



Praise



Criticism

A Positive Self-Concept

Self-concept is cultivated when a person develops a sense of belonging, competence, and worth.

Sense of Belonging

- ☞ Belonging to a group; being accepted and valued by members of the group.

Feeling Competent

- ☞ The feeling of having ability or purpose; accomplishing tasks by actions; evaluating self.

Feeling Worthwhile

- ☞ A sense of worth due to character and ability; a feeling of worth based on perception of how others estimate your worth.

Self-Concept Questionnaire

1. List five (5) words which describe how you see yourself.

____

____

____

____

____

2. List five (5) words your parents would use to describe you.

____

____

____

____

____

3. What would you like to change about yourself?

____

____

____

____

____

4. What would your parents like to change about you?

____

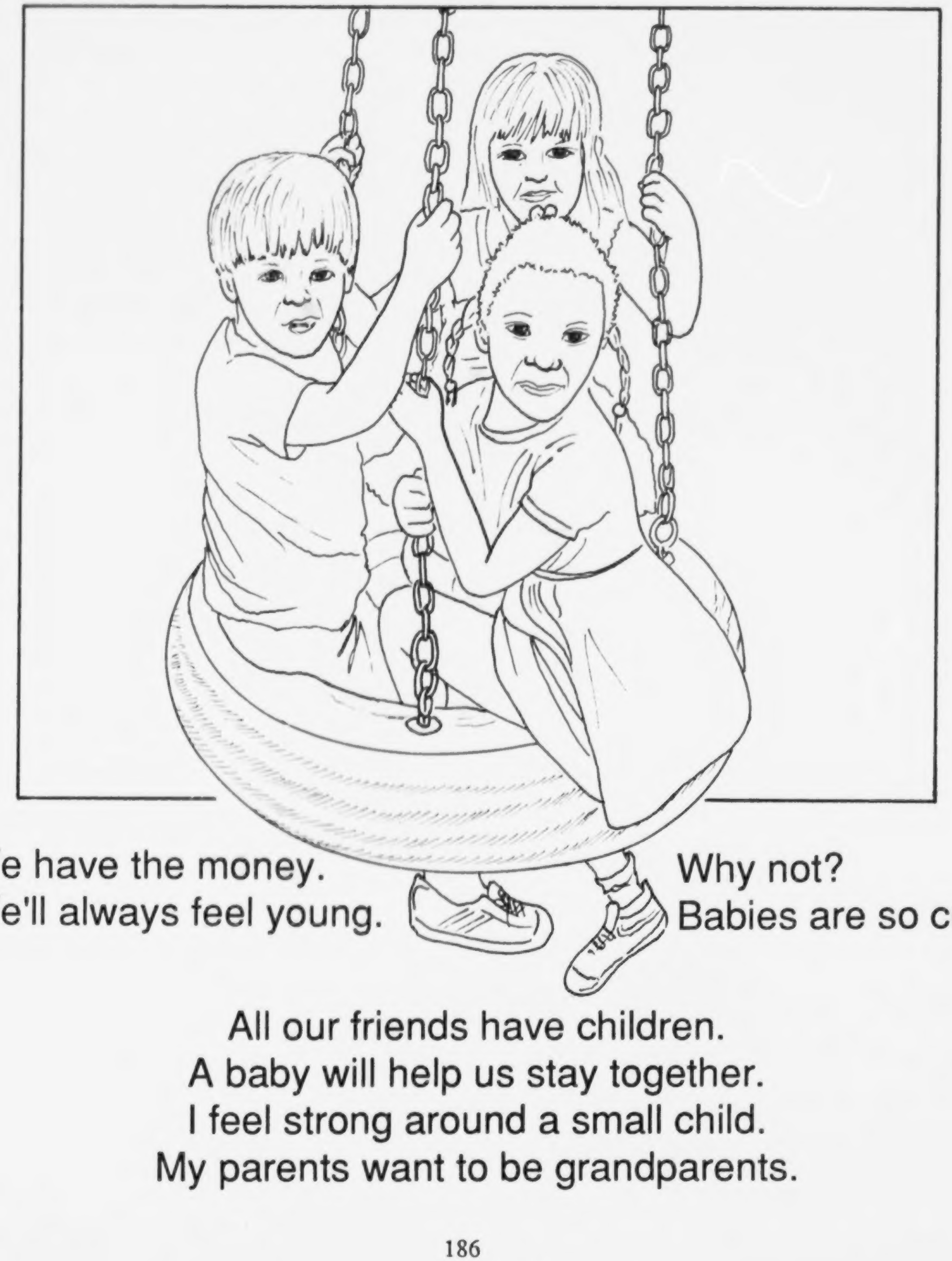
____

____

____

____

FOR ALL THE WRONG REASONS



We have the money.
We'll always feel young.

Why not?
Babies are so cute.

All our friends have children.
A baby will help us stay together.
I feel strong around a small child.
My parents want to be grandparents.

Is Parenting for Me?

1. How often do you care for children?

2. Have you ever been entirely responsible for a child? If so, for how long?

3. What are the advantages of being with children? disadvantages?

4. In your opinion, what is the ideal family size?

5. What is the ideal age for a woman to become a parent? a man?

6. Do you want to become a parent? Why or why not?

7. How should the responsibility of caring for a child be divided between the mother and father?

8. Should potential parents discuss how children should be cared for and guided before a child is conceived or adopted? Why or why not?

9. Are children necessary to a marriage? Why or why not?

10. How soon after marriage should a couple have or adopt children? Why?

11. What does a person give up when having children? What is gained?

12. What effect does having a child have on the relationship of the parents?

Case Situations: Parenting Decisions

DIRECTIONS: In each of the situations described below, a couple must make decisions related to becoming parents. Read and discuss each situation.

Lupe and Don have been married for five years. They both work and have been able to afford most anything they want. Lupe feels that it is time for her to have a baby, something she has always wanted. However, Don likes things the way they are.

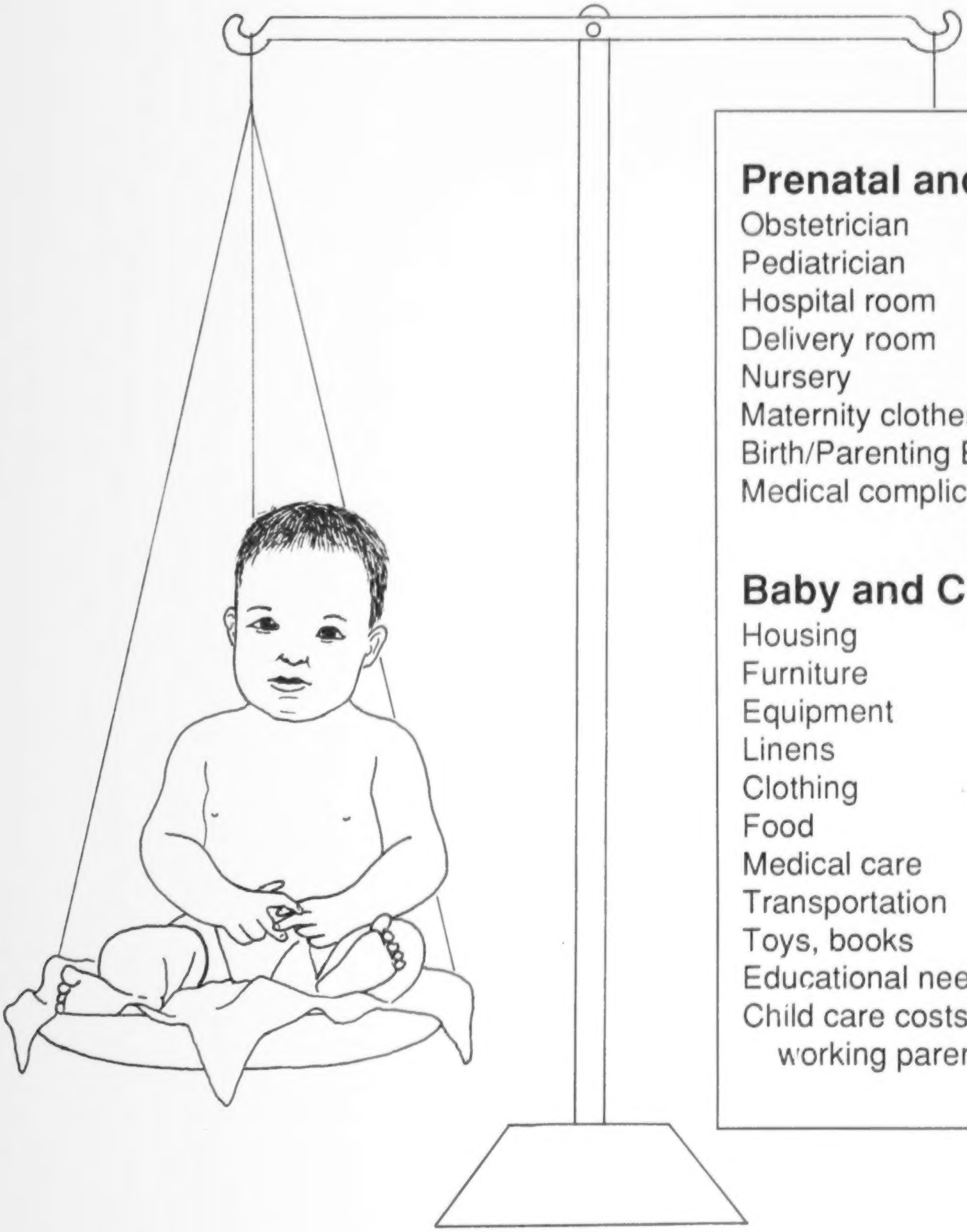
Mary and Allen were married immediately after high school. Allen has a good job and plans to go to college at night. Mary would like to have a child now so the baby can grow up with Allen and her. Allen and Mary have to be very careful with their finances. Allen admits he is not sure he is mature enough to be a parent.

Sherry and Stan have been married for five years. Stan is an architect and Sherry is a reporter for a local newspaper. They are about to have their first child. Sherry wants to return to work as soon as the baby is born. Stan is concerned about how this will affect the baby. He wants Sherry to stay home.

QUESTIONS FOR DISCUSSION:

1. What are the basic issues involved in each case?
2. With whom do you agree? Why?
3. What will the couples need to discuss before they make a decision?
4. What should each couple do if they cannot reach an agreement?
5. What would you do in the same situations?

COSTS TO CONSIDER IN
PLANNING FOR BABY



Prenatal and Birth

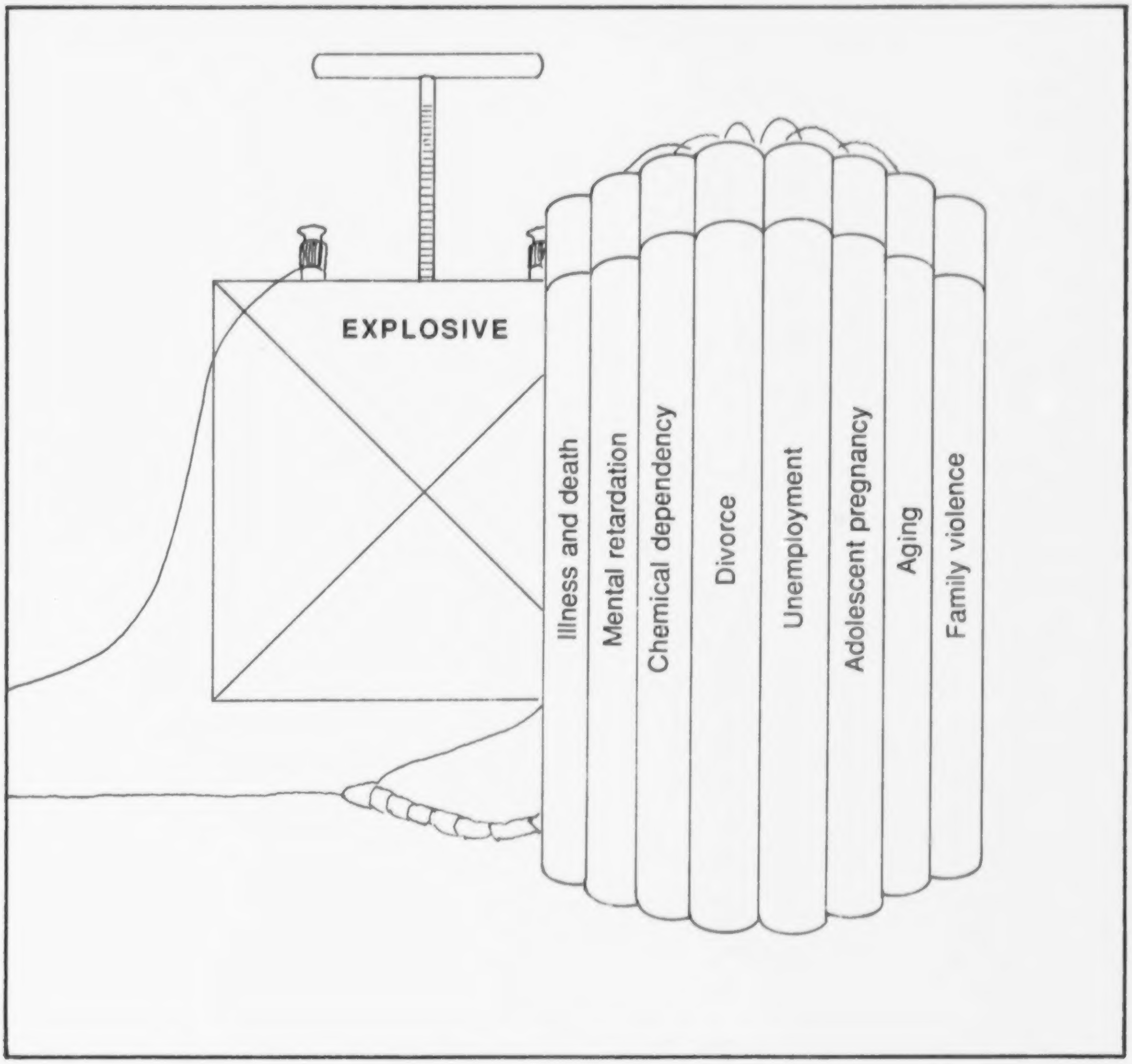
Obstetrician
Pediatrician
Hospital room
Delivery room
Nursery
Maternity clothes
Birth/Parenting Education
Medical complications

Baby and Child

Housing
Furniture
Equipment
Linens
Clothing
Food
Medical care
Transportation
Toys, books
Educational needs
Child care costs for two working parents

FAMILY CRISES:

AN OVERVIEW


EXPLOSIVE
Illness and death
Mental retardation
Chemical dependency
Divorce
Unemployment
Adolescent pregnancy
Aging
Family violence

Most couples face some stress and crises during their marriages. The success of a marriage depends on the means by which couples are able to cope with crises.

Classification of Family Crises

Loss of Member
- Death
- Hospitalization
- War Separation

Addition of Member
- Unwanted Pregnancy
- Deserter Returns
- Stepparents
- Some Adoptions
- Members of Extended Family

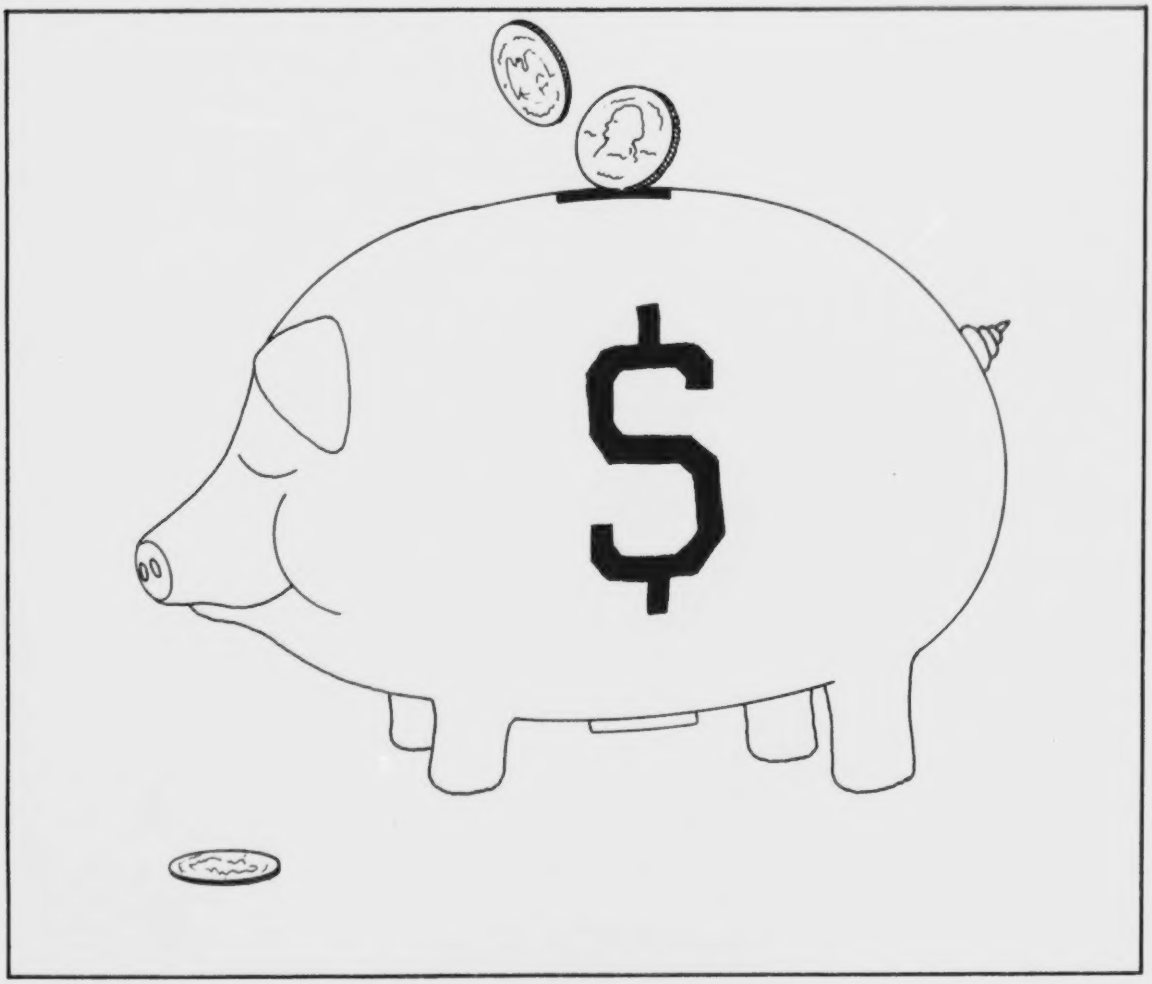
Demoralization
- Nonsupport
- Infidelity
- Chemical Dependency
- Delinquency

Demoralization/Loss or Addition
- Illegitimacy
- Runaways
- Desertion
- Divorce
- Imprisonment
- Suicide, Homicide
- Institutionalization

Shifts in Status
- Sudden Impoverishment
- Unemployment
- Sudden Wealth
- Disasters, Floods, etc.
- War
- Political Changes

FAMILY CRISES:

UNEMPLOYMENT AND FINANCIAL PROBLEMS



Changed living standards
Conflict between spouses
Parent/child conflicts
Inability to meet needs of children:
  food, clothing, shelter, medical expenses
Parental feelings of guilt and inadequacy
Resentment
Sibling rivalry
Delinquency

Case Study: Unemployment — Family Crisis

Problem	• In today's society, economic stability is sometimes shaken. The loss of the breadwinner's job can pose some very special problems to a family. • Some parents feel that it is advantageous to share with their children the problems the family could face. Other parents feel that children should be shielded from such problems. • How much, if any, should be shared with a child? Parents should be careful not to lay unnecessary burdens upon a child. On the other hand, lack of communication could be confusing. Why is Daddy or Mother so angry with me? Why can't I have a new bicycle? Parents must deal with the problem of deciding how much a child can understand and at what age a child should be involved in family decision making.
Case Study	Ted and Martha have been married for thirteen years. They have three children, ages four, eight, and eleven. Ted is employed in real estate sales with a local firm. Martha is a full-time homemaker. Ted has been depressed lately. With rising interest rates on home mortgages, he has not been able to sell a home in over two months. Since Ted works strictly on commission, there has been no income for two months. Ted and Martha have gone through bad times before. They have had to budget carefully to get through rough periods. The problem now is that it is close to Christmas. Christmas has always been a time of feast and presents. The children will be expecting and looking forward to the kind of Christmas they have had in the past.
Questions	1. Should Ted and Martha explain to their children the financial burdens the family is facing? Why or why not? If the children should be involved, which one(s) should be told? Why? 2. Should Martha and Ted provide the kind of Christmas the children expect? If Martha and Ted go into debt, should they tell the children? Why or why not? 3. Should Martha seek employment? Why or why not? 4. Should the children be asked to share in the decision-making process facing the family? Why or why not?

FAMILY CRISES:

SEPARATION AND DIVORCE

Loneliness

Need for Self-Acceptance

Feelings of Guilt and Failure

Problems with Children

Feelings of Loss

Fear – Can I make it on my own?

Need for Companionship

Financial Problems

Problems of Single Parenting

Problem of Being a "Weekend" Parent

Recovering from Divorce

Reestablishing Self As a Single Person

- ✓ Come to terms with past marriage
- ✓ Mourn the loss of the relationship
- ✓ Take on new roles and responsibilities
- ✓ Find new abilities and interests
- ✓ Deal with positive and negative feelings
- ✓ Work toward personal growth
- ✓ Establish new relationships
- ✓ Have realistic expectations

Case Studies: Teenage Pregnancy

DIRECTIONS: Read each of the case studies describing a problem related to teenage pregnancy. Discuss each situation by responding to the questions listed.

Helen and Bill

Helen and Bill met last summer at the public swimming pool. They spent time together swimming, horseback riding, and enjoying many other activities. By the end of the summer, Bill and Helen were very intimately involved. However, they both knew that at the end of the summer Bill would return to college 200 miles away, and Helen would complete her senior year in high school. Two months after Bill left for college, Helen discovered she was pregnant.

1. What are Helen's alternatives?
2. How would you handle the situation and why?
3. What could Bill and Helen have done to prevent the problem?

Rita and Barry

Rita is seventeen years old, and her husband, Barry, is eighteen. They have a twelve-month-old daughter. Rita and Barry are both attending high school. Times are difficult for Barry and Rita. Barry is trying to support the family with a night job as a car mechanic. Rita's time is torn between her daughter, housekeeping, and school. Both Rita and Barry feel they do not get to see their friends enough. In addition, Rita's and Barry's parents are too busy to provide child care.

1. What problems have arisen in Rita and Barry's situation?
2. What ideas do you have that might help their situation?
3. What future do you see for Rita and Barry?

Janie

Janie finally worked up the nerve to visit the health clinic. Her fears were confirmed. She was pregnant. Being selected as cheerleader her senior year was a dream come true. She was in the process of selecting a college where she had planned to enter a premed program and become a doctor.

1. Can Janie handle cheerleading responsibilities, a future career, and a child?
2. What effect will Janie's pregnancy have on her, the father, the child, friends, and family?
3. What are some of Janie's alternatives?
4. How would you handle the situation and why?

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FAMILY CRISES:

ALCOHOLISM – A FAMILY DISEASE

◊ One in ten persons is an alcoholic.
◊ Alcoholism affects every family member.
◊ Family members can prevent an alcoholic from receiving help.
◊ An alcoholic's spouse must take on a dual role.
◊ The family lives in a climate of crisis, inconsistency, and emotional disturbance.
◊ The family system must be broken to enable recovery.

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FAMILY CRISES:

MENTAL ILLNESS

⇒ Denial of illness

⇒ Avoids treatment until crisis

⇒ Ill member may have to be institutionalized

⇒ Fear that ill member will never recover

⇒ Loss of family equilibrium

⇒ Dual role for healthy spouse

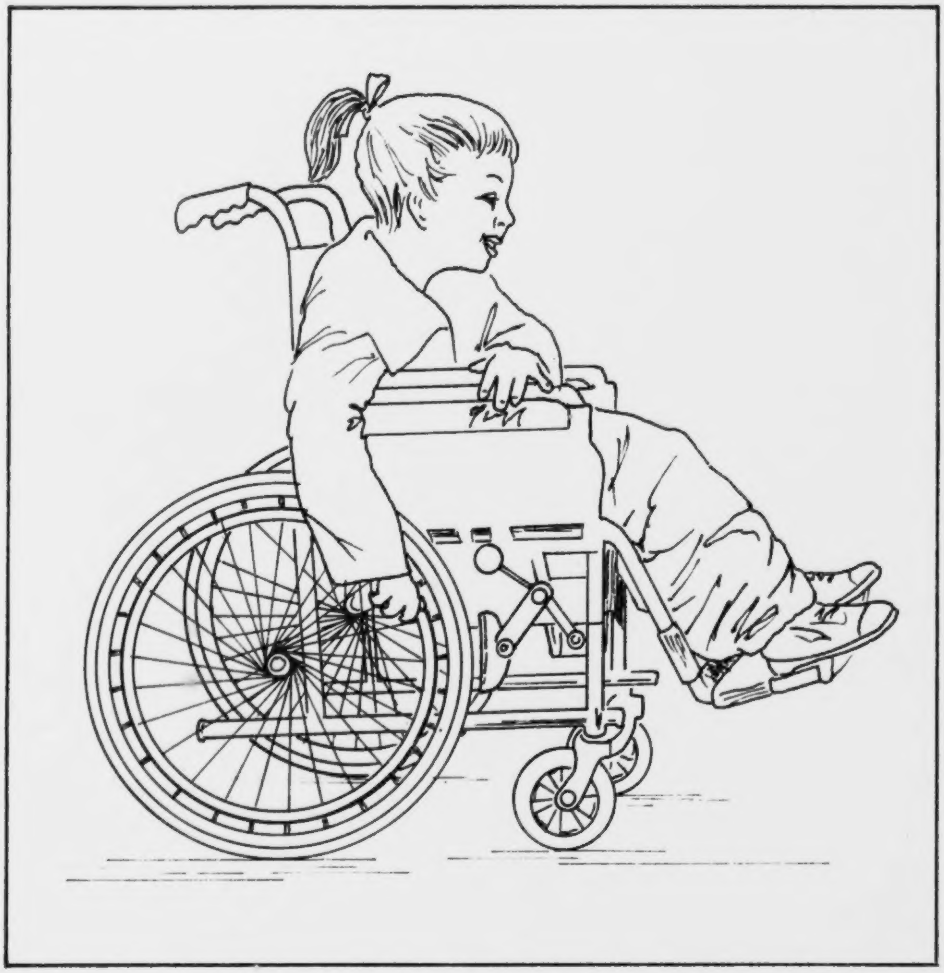
⇒ Economic problems

⇒ Need to identify and utilize community resources

⇒ All family members are affected by the system of mental illness

FAMILY CRISES:

CHILD WITH MENTAL RETARDATION



- ☐ Parental feelings of guilt, anger, resentment
- ☐ Social isolation
- ☐ Role strain of parents
- ☐ Economic problems
- ☐ Excessively high aspirations for other children
- ☐ Increased marital conflict
- ☐ Sibling rivalry
- ☐ Problems of care:
  - Prolonged dependency of child
  - Special treatment and training

Possible Signs of Abuse and Neglect

Physical Signs

- Open cuts or sores
- Mode of punishment is unusual (belt buckle, electrical cord, iron, hot water burns)
- Scars, broken bones
- Injuries over two or more parts of the body (not just on buttocks)
- Bruises over two days old are red, hard, or lumpy in the middle
- Parents' explanation not congruent with the child's physical injuries
- Injuries seem to be inadequately treated
- Does not want to dress for gym class
- Moves slowly; has trouble sitting in seat
- Injuries that do not look accidental — face injuries, scars on hands, loop-like scars
- Smells bad; other children do not like to sit near him or her

Emotional Signs

- May be withdrawn
- May be aggressive
- Repeated absences, particularly after grade cards are sent home
- Wears clothing that hides the body or is inappropriate for weather
- Does not want to talk about an injury
- Arrives at school too early and remains after classes rather than going home or is habitually truant or late to school
- Always tired and often sleeps in class
- May exhibit sudden change in behavior
- Displays regressive behavior such as wetting pants, sucking thumb, whining frequently, being disruptive, or becoming unusually shy and passive
- Sometimes wary of physical contact, especially when it is initiated by an adult

Abused or Neglected Children May Think:

- The parent left or might leave because they are bad children.
- The parent hates them because they are bad.
- The abuse experienced was just punishment.
- They are unworthy of love.
- If their parents cannot love them, nobody can.
- Adults are not to be trusted; inconsistent and future relationships are not to be trusted.

Parents Who Abuse Their Children

The following characteristics may apply to abusive parents:

- Unrealistic expectations of child's abilities
- Low self-esteem
- Unhappy marriage
- Abused themselves
- Very sensitive to rejection
- Emotionally deprived during childhood
- Low frustration level
- Money problems
- Lack understanding of child development
- Think child should fulfill their needs
- Isolated from others; have no one to help in stressful times
- Strong belief in physical discipline as a necessity
- Immature and insecure

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FAMILY CRISES:

PHYSICAL ILLNESS

SHORT-TERM

- Every family faces illness sometime
- Rallies resources and support
- Usually manages through time of stress; sees an end to illness
- Has support of extended family and neighbors

LONG-TERM

- Emotionally draining
- Financially draining
- Additional employment and home responsibilities for family members
- All family members under stress
- Family may have to resort to community means of support: welfare, child care, foster care, etc.

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CHARACTERISTICS OF A MENTALLY HEALTHY PERSON

Does not blow problems out of proportion

Finds socially acceptable ways to express anger

Looks for causes of unhappiness

Reasonable concern and interest in health and body

Conscience that encourages acceptable behavior

Enjoys life

Afraid only when warranted

Generally self-confident

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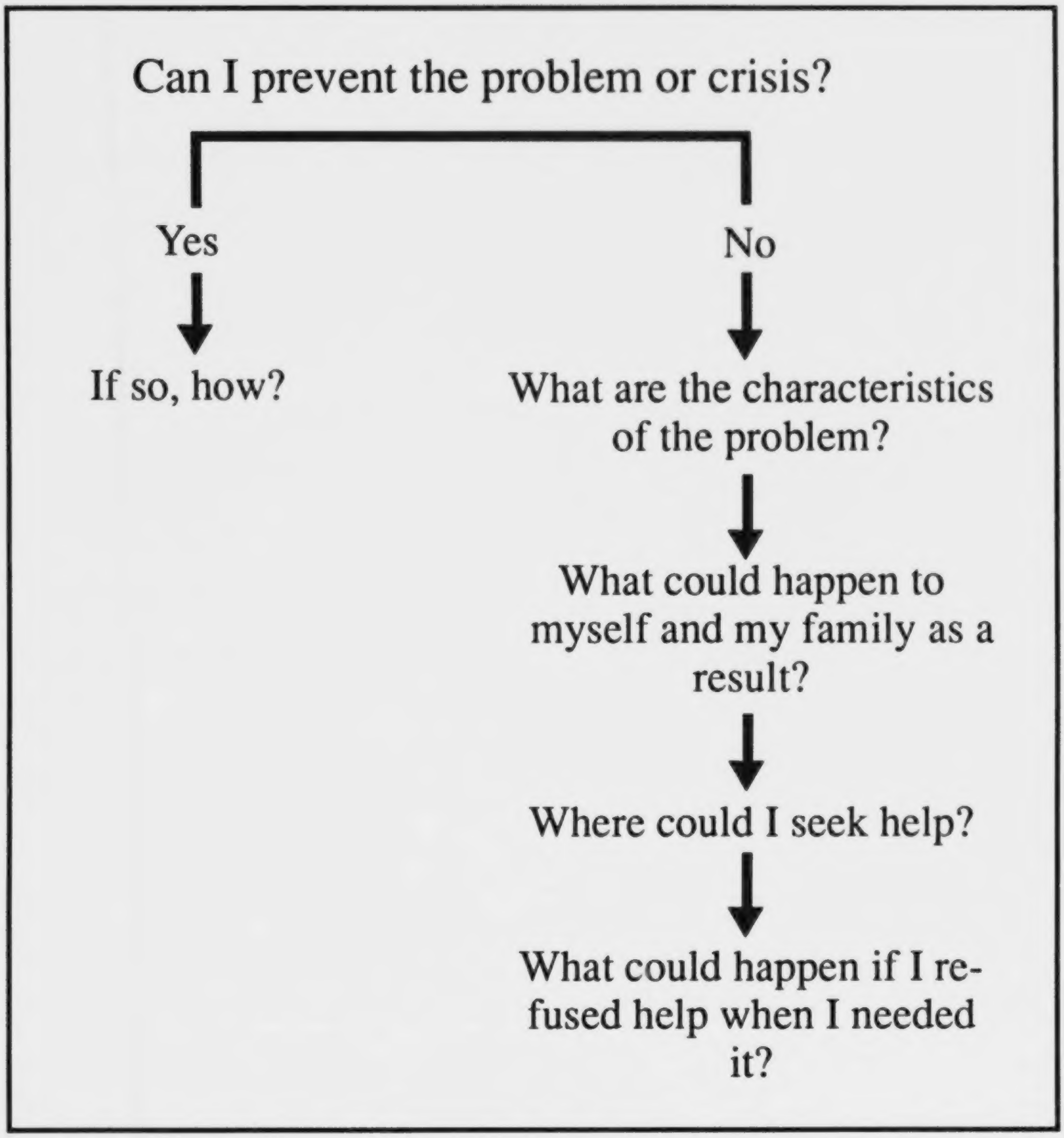
Handling Family Problems and Crises



Can I prevent the problem or crisis?

Yes

If so, how?

No

What are the characteristics of the problem?

What could happen to myself and my family as a result?

Where could I seek help?

What could happen if I refused help when I needed it?

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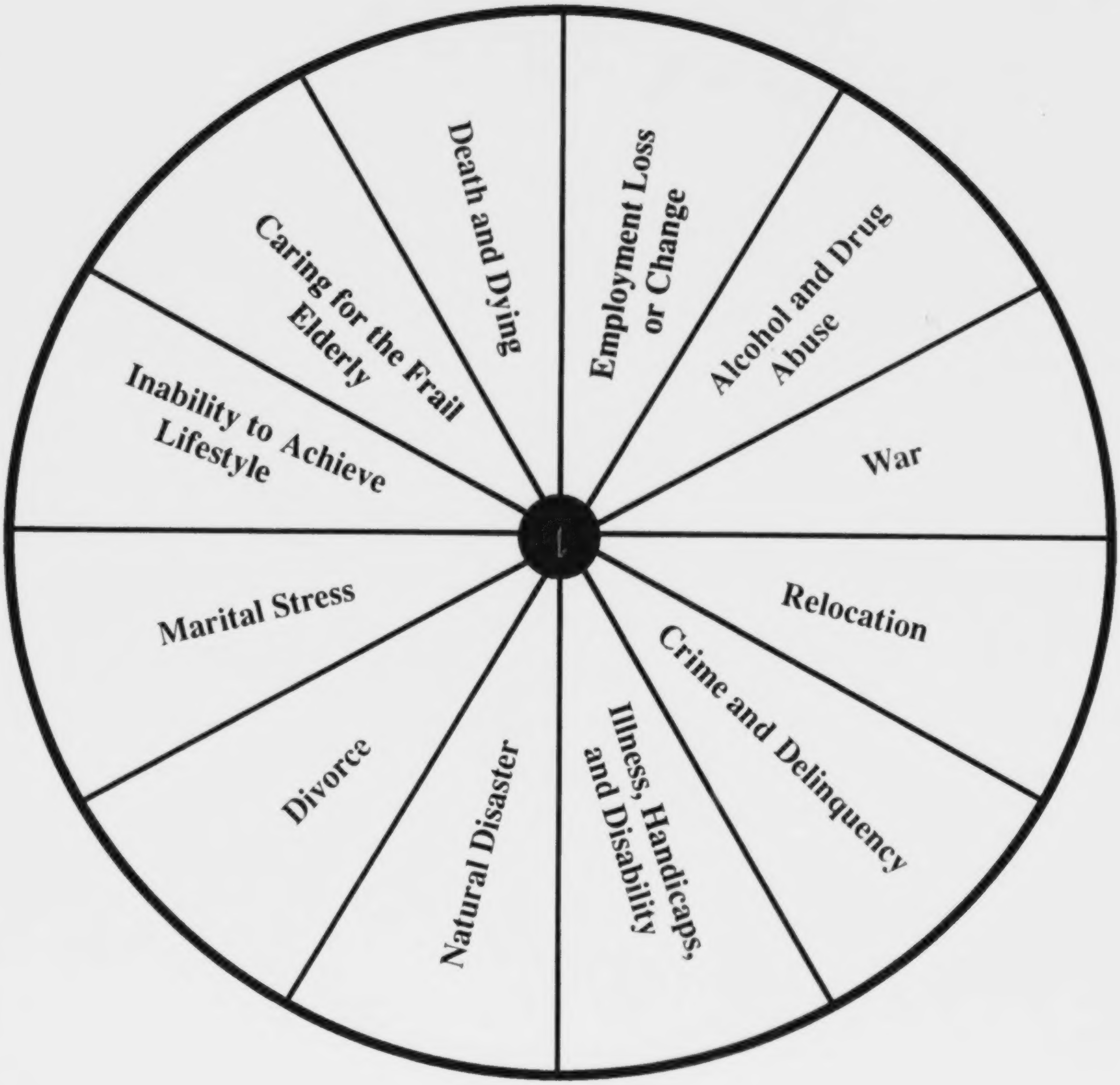
COULD YOU COPE?


Death and Dying
Employment Loss or Change
Alcohol and Drug Abuse
War
Relocation
Crime and Delinquency
Illness, Handicaps, and Disability
Natural Disaster
Divorce
Marital Stress
Inability to Achieve Lifestyle
Caring for the Frail Elderly

TA 63a

Information on a Career

1. Job title: ______________________________

2. Physical requirements of the career:

____

____

____

____

____

3. The location of places I could find employment:

____

____

____

4. Necessary personal tools and equipment for the career:

____

____

____

____

____

5. The income expected:

Starting salary per week ______________________________

Expected earnings after two years ______________________________

Expected earnings after ten years ______________________________

6. Chances for advancement:

In this position ______________________________

By changing to another position ______________________________

7. Health benefits and/or hazards found in this career:

____

____

____

8. Retirement benefits in this career:

Covered by Social Security? ______________________________

Covered by private retirement plan? ______________________________

Retirement age in this career ______________________________

9. Duties of this career:

____

____

____

____

____

10. What will be the need for people in this career in twenty-five years?

____

____

11. What are the vacation benefits?

____

____

TA 63c

12. What is the demand for persons in this career?

____

____

13. Are the following required for the worker:

having a special license? ______________________________

becoming a union member? ______________________________

14. What special aptitudes are required?

____

____

____

15. What personality traits are most helpful in this job?

____

____

____

16. What are the general working conditions?

____

____

____

____

____

17. What education or training is required for this occupation?

_____ High school

_____ Apprenticeship

_____ Vocational school

_____ College graduate

_____ Graduate school

18. Where can the necessary education be obtained?

19. What will be the cost of the necessary training? ______

20. Five aspects of this career that appeal to me are:

21. Two disadvantages I see in this career are:

22. Two advantages I see in this career are:

23. Compare your findings about the career area with your self-analysis.

Do I qualify for this career? ______

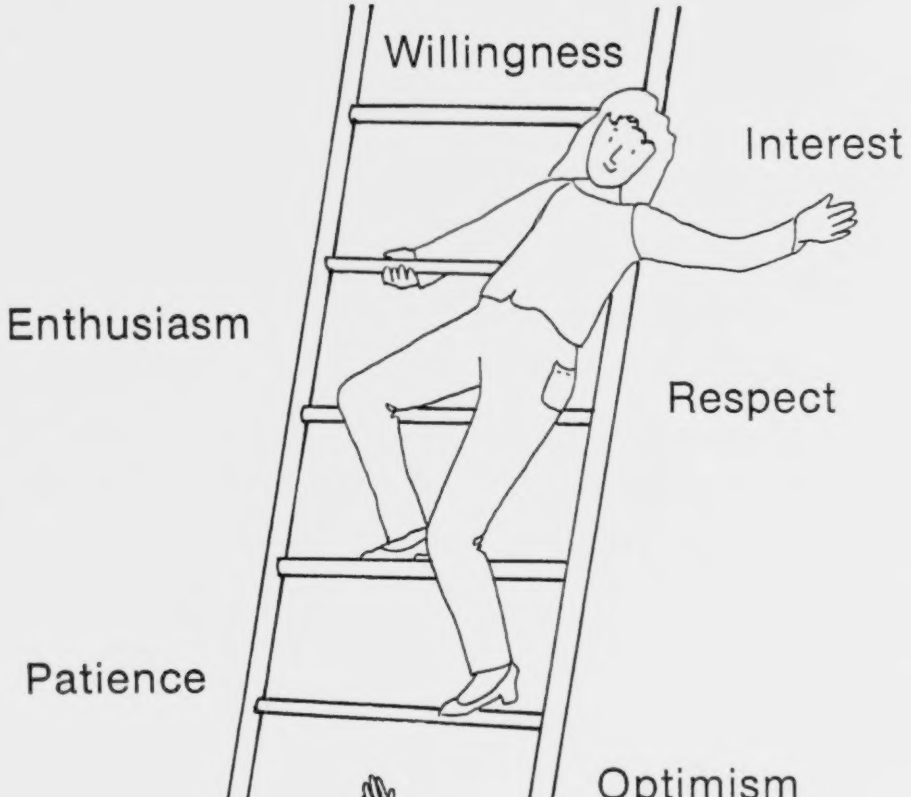
Why? ______

Would I be happy in this career? ______

Why? ______

Adapted from: "Let's Explore Your Career" – Extension

ATTITUDES FOR SUCCESS


Willingness
Interest
Enthusiasm
Respect
Patience
Optimism
Loyalty
Cooperation

A Short Course in Human Relations

The six most important words,
"I admit I made a mistake."

The five most important words,
"You did a good job."

The four most important words,
"What is your opinion?"

The three most important words,
"If you please."

The two most important words,
"Thank you."

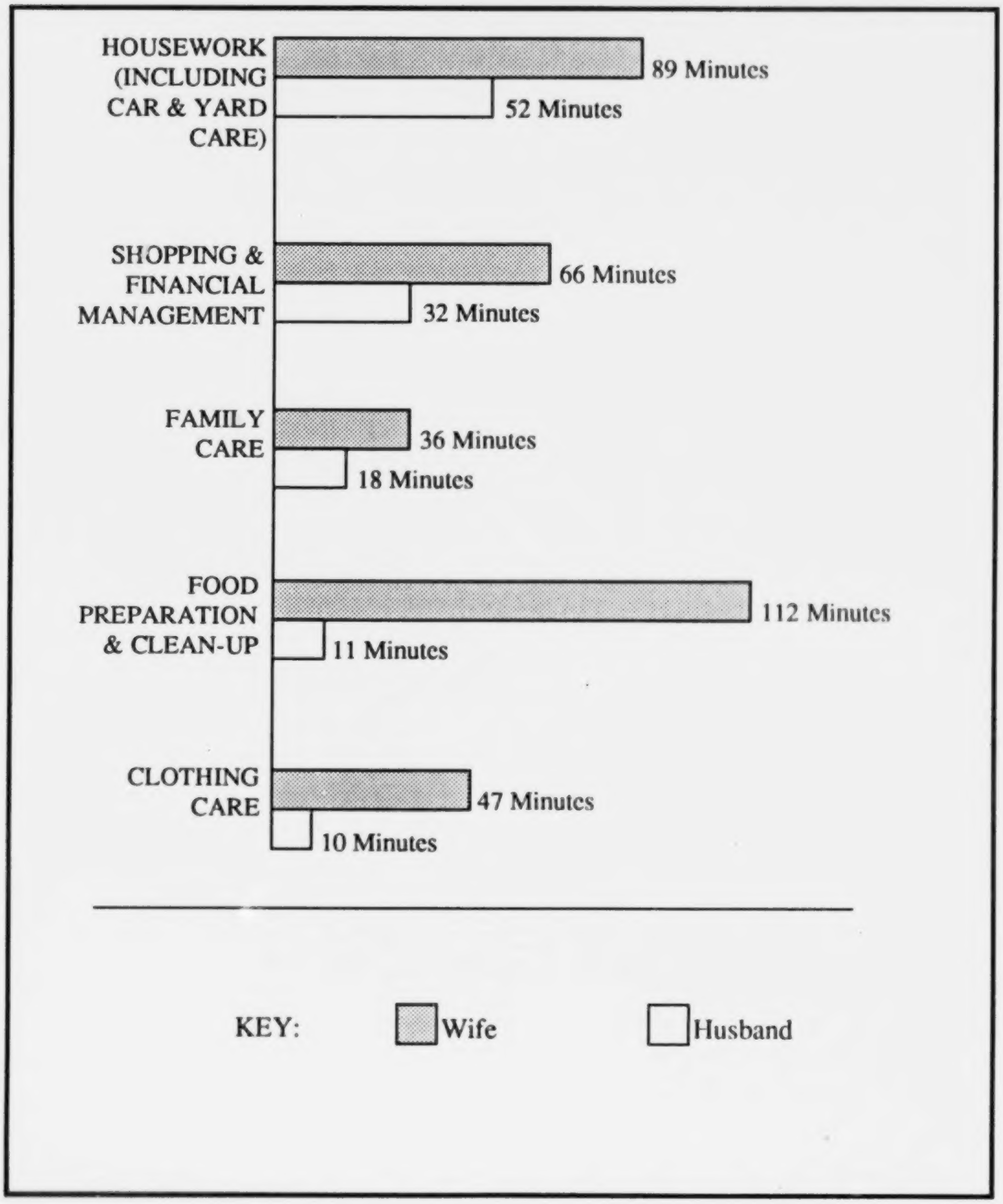
The one most important word,
"You"

The least important word,
"I"

Southwestern Bell Telephone Company

Duties Shared Show You Care

Study the following diagram carefully. Note the amount of time spent daily on each activity by men and women based on information from the Department of Labor's Bureau of Labor Statistics.



Time and Energy-Saving Tips for Household Tasks

Household work is a major task for families. Saving time is important to multiple-role families. Various techniques can be used to save time when completing housekeeping tasks.

General Time-Saving Tips

- ▲ Identify activities for the following day and prioritize them.
- ▲ Organize a business center including files, office supplies, and a bulletin board for memos.
- ▲ Conduct an inventory regularly and donate, sell, or give away items not being used by the family.
- ▲ Have a family meeting each week and delegate responsibilities.
- ▲ Avoid redoing the work of other family members simply because it does not meet your personal standards.
- ▲ Avoid insisting on perfection and stress will be reduced.

Care of Home Furnishings

- ▲ Purchase furnishings that require little care such as wallpaper and curtains that are washable and carpet that resists stains.
- ▲ Provide mats and shoe scrapers outside of each entrance.
- ▲ Change vacuum cleaner bags frequently for efficient use.
- ▲ Display collection items in a glass curio cabinet to eliminate frequent dusting.
- ▲ Place a plastic-lined waste container in each room to encourage neatness.

Care of Clothing and Household Linens

- ▲ Store soiled clothing in separate laundry hampers, boxes, or bins that are labeled (white, delicate, colored, etc.) to avoid sorting on laundry day.
- ▲ Store laundry supplies near the washer and dryer.
- ▲ Designate places for storage of clothing to be mended, dry cleaned, or commercially laundered.
- ▲ Clean the lint filter after each use of the clothes dryer to save energy and reduce drying time.
- ▲ Use a permanent-ink marking pen or labels sewn into clothing to identify look-alike garments that belong to different family members.
- ▲ To reduce wrinkling, remove clothes from the dryer while they are slightly damp; shake and smooth clothes.
- ▲ After folding clothes from the dryer or clothesline, place laundry in stacks for family members to store.
- ▲ Dampen clothes for ironing by tumbling them in the dryer with a wet towel for five minutes.
- ▲ Change bed linens on laundry day so that clean linens can be placed on the beds instead of folding them for storage.
- ▲ To prevent wasting time in the morning, have family members choose clothing at night for the next day.

Shopping

- ▲ Reduce the number of trips necessary by making shopping lists that are organized by location of stores and departments in the supermarket.
- ▲ Keep a list of clothing sizes for family members in purse or wallet.
- ▲ Use the telephone as a preshopping aid to prevent unnecessary trips.
- ▲ Christmas shop throughout the year; shop sales and avoid holiday debt.

Cleaning

- Have family members straighten the living area at night before retiring.
- Dovetail related tasks such as setting the table while putting away the dishes.
- Organize cleaning supplies in a container that can be carried from room to room for convenience.
- Wear an apron with large pockets to carry necessary items such as extra cleaning cloths.
- Use one-step cleaners that do not require rinsing.
- For quick cleaning jobs, use a large damp sponge with abrasive soap applied to one side.
- Dust windows regularly to reduce amount of window washing required.
- Dust by using both hands.
- Dust objects and rooms from the top downward.

Meal Service and Cleanup

- Plan complete meals that can be cooked in the oven economically.
- Prepare doubled recipes of foods such as spaghetti sauce, soups, and casseroles; freeze foods for later use.
- Use a slow cooker to prepare one-dish meals, soups, and casseroles.
- Use master mix recipes for bread and ground beef products.
- Wash dishes as they are used in meal preparation to avoid large cleanup jobs after a meal.
- Rinse or soak dishes and utensils before washing to make dishwashing easier.
- Rinse dishes in hot water to allow them to dry without spots forming; allow dishes to air dry to save time and reduce spreading of germs from towels.
- For speed and ease, use both hands while completing tasks such as putting away dishes, setting the table, and washing and drying counter tops.
- Ask family members to carry their dishes to the dishwashing area and scrape, rinse, and stack.

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Cost of Living

Before accepting a job, it is essential to compare each locale's cost of living. What would be a generous starting salary in the Midwest may cover only the rent of a small apartment in a large East or West Coast metropolis. According to the following table, if you received job offers in Kansas City and New York City, you would not have to earn much in Kansas City to maintain a New York style of living. Use the following equation and table to compare the salaries of different locals.

Equation:

$$\begin{matrix}\text{City \#1} \\ \text{City \#2}\end{matrix} \quad \frac{\text{Index \#}}{\text{Index \#}} \; \text{X} \; \begin{matrix}\text{Starting} \\ \text{Salary}\end{matrix} = \begin{matrix}\text{Equivalent} \\ \text{Salary}\end{matrix}$$

Example:

$$\begin{matrix}\text{New York} \\ \text{Kansas City}\end{matrix} \quad \frac{145.8}{97.1} \; \text{X} \; \$24{,}000 = \$36{,}037$$

$$\begin{matrix}\text{Kansas City} \\ \text{New York}\end{matrix} \quad \frac{97.1}{145.8} \; \text{X} \; \$24{,}000 = \$15{,}984$$

Inter-City Cost of Living Index

Los Angeles	115.4
Denver	102.3
Washington, D.C.	133.2
Atlanta	110.8
New Orleans	97.5
Kansas City	97.1
Albuquerque	102.1
New York City	145.8
Oklahoma City	93.8
Dallas	104.4

Source: The college edition of the *National Business Employment Weekly*, "Managing Your Career". Spring 1988. Dow Jones and Company, Inc.